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THE SCHOOL JOURNAL

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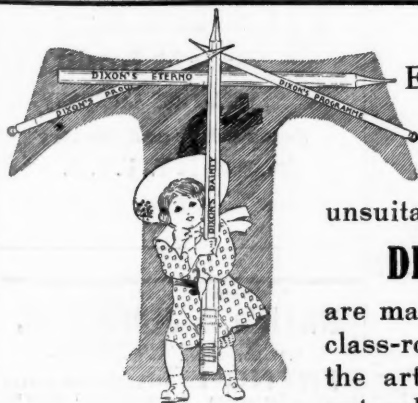
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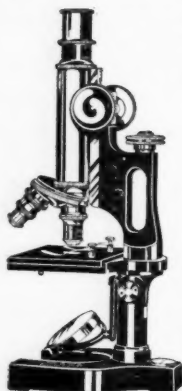
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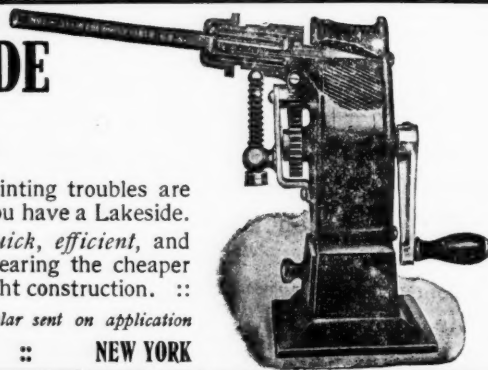
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THE SCHOOL JOURNAL

A Weekly Journal of Education

Vol. LXXIV.

For the Week Ending June 15, 1907

No. 24

OSSIAN LANG, Editor.

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Can We Support a National Educational Association?

In talking with a railroad man who holds a position of considerable importance in the Eastern traffic councils, the question came up why the officers of the N. E. A. should be so insistent that the railroads ought to collect the two-dollar membership fee. It is pretty well understood that the associate membership in the N. E. A. has been in the past largely a compulsory one. That is, any one desiring to avail himself of the special rates granted to the N. E. A. must, *nolens, volens*, join, and pay the two-dollar fee. My railroad friend put it in this way: "Your educational people come to us with an application for exceptionally favorable rates on the basis of claims of an enormous attendance of delegates; and then on a test we find that it is not the Association but the railroad rates that attract the crowd. The people who by their attendance help to make good the claims of your officers, are asked to pay two dollars for the privilege. What does the Association want with all the money anyway? I understand that its fund now amounts to pretty nearly \$200,000."

There is considerable justice in the remarks of my railroad friend. The N. E. A. will have to choose a more reputable method of raising membership fees. The present procedure does have too much of a hold-up appearance. The fiftieth anniversary should mark the beginning of a more independent existence upon the basis of a solid membership composed entirely of people actually interested in the purposes of the Association. If the N. E. A. cannot get along without the aid of picnickers then let us at least stop boasting of our "so many thousands of educators in council assembled." Caesar's wife is a better model to follow than the modern trust promoter—let's try to be "above suspicion."

To be sure, it costs money to run the Association. It may be that if the income were reduced the expenses would be cut in proportion. At any rate we shall have a fair test as to whether or not this country can maintain a national educational association. Other associations do not need the compulsory collection of membership fees by the railroads to insure their continuance. Can the N. E. A. not place itself on an equally independent basis?

Trust Fund of the N. E. A.

Why the Association should want to build up a fund of enormous proportions is not the only mystery connected with its management. However, the fund is there. It is only right that the new charter should seek to protect it as strongly as possible from the danger of its being dissipated by the trustees or any other board. The danger which already exists is that there is no competent representative management of the fund at the present time. There is, in fact, practically only one man on the board capable, by reason of business genius and experience in handling large sums of money, of

managing the financial interests of the N. E. A., and that is President Butler of Columbia University. It seems absolutely necessary that the new trustee to be chosen should be at least President Butler's equal in matters of finance. THE SCHOOL JOURNAL has already proposed the name of Mr. Frank A. Vanderlip. He is vice-president of one of the greatest banking institutions of the country, and has served the country efficiently as an Assistant Secretary of the Treasury. Mr. Vanderlip is a man of noble character, unidentified with any clique, and his interest in the progress of education is an intelligent and intense one. His election would be ideal.

The unrest regarding the condition of the large trust fund is not of recent origin. It has existed for several years. The manner in which the new constitution was passed at the Asbury Park meeting served only to increase it. The conviction and imprisonment of Newton C. Dougherty stirred up matters still more. Then death called away one trustee in whose integrity there was absolute and universal confidence.

While these various events explain the unrest there is very little real warrant for it. At least a careful study of the situation has revealed nothing to cause anxiety so far as the administration of the fund in recent years has been concerned. A comprehensive investigation has failed to bring to light the loss of a single dollar from the time that Mr. Lane became the chairman of the board of trustees, and looked personally after the investments.

The president of the N. E. A., Dr. Nathan C. Schaeffer, has done all in his power to clear up the history of the administration of the Association's funds. After the announcement of Mr. Dougherty's defalcations he went at once to the vaults in which the N. E. A. securities were kept, and in the presence of Mr. Albert G. Lane and the cashier of the bank checked all the securities, one by one, to make sure that all were accounted for. Next an expert was engaged to go over the securities again and to examine the properties upon which mortgages were held. This expert found everything in first-class condition. Last fall Dr. Schaeffer appointed President H. H. Seerley of Cedar Falls, Iowa, to make another examination and report his findings. Not one of the members of the board of trustees was found to be directly or indirectly interested in the investments of the N. E. A. fund.

The fact that Dr. Schaeffer himself made a thorough investigation of the financial affairs of the Association ought to settle all doubts. He enjoys the confidence of educators in the same measure that Dr. Albert G. Lane did; so does Dr. Seerley. It is probably due to the fact that the thoroughness of the investigations made by these three men is not generally known that the fears and suspicions with regard to the administration of the trust funds have not been allayed long before this.

The only serious financial losses which the N. E. A. has sustained date back to the time when money was invested in Kansas bonds which later deteriorated in value. This happened at the time when the late Mr. Richards, of Washington, one of the

charter members of the N. E. A., looked after the funds.

All investments have been intelligently made and with the greatest care, to protect the Association in every way possible. Mr. Lane would rather have lost all his personal possessions than see a dollar of the Association's funds dissipated. To his wise and disinterested management is due in no small measure the present large volume of money. There is absolutely no ground for fear concerning the past. Our present duty is to look toward the future.

The administration of a large trust fund requires peculiar qualifications which most educators lack, because by the nature of their business they have no opportunity to acquire experience in the handling of large investments. This point must be borne in mind in the reconstruction of the board of trustees.

Wisconsin is the first State to pass a trades school law, as Massachusetts was the first to give intelligent support to the promotion of general industrial training. Any city in Wisconsin may now erect shops, equip them with machinery and tools, and give instruction in as many as five different trades. A one-half mill tax will be levied to defray expenses. The old apprentice system is no more. A new order of things has begun. It is well that the states should act. All honor to Wisconsin for taking the lead.

Supt. E. H. Mark has been re-elected, in spite of the wholly unwarranted opposition which united to put Dr. Reuben Post Hallock in his place. The vote stood eight to five. Heretofore Louisville has had a reputation for loyalty to those who served the city well.

Educational Meetings.

June 18, 19, 20—Kentucky Educational Association, Winchester.

June 19-24—North Carolina State Teachers' Association, Greensboro.

June 24-26—South Carolina State Teachers' Association, Chick Springs.

June 25-27—Ohio Teachers' Association, Put-in-Bay.

July 1-3—Oregon State Teachers' Association, Western Division, Salem. Miss Aphia L. Dimick, president.

July 1, 2, 3—American Institution of Instruction, Montreal.

July 1, 3, 4—Pennsylvania State Educational Association, Greensburg. Supt. R. B. Teitrick, president, Brookville, Pa.

July 9-12—National Educational Association, Los Angeles, Cal.

October 17-19—Vermont State Teachers' Association, Burlington, Vt.

October 17-19—Northwestern Iowa Teachers' Association, Cedar Rapids, Iowa.

December 26, 27, 28—Montana State Teachers' Association, Missoula.

December 31-January 1, 2, 3, '08—Colorado State Teachers' Association.

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Esperanto as a Business Language.

Consul H. L. Spahr, of Breslau, reports a movement in favor of making Esperanto a universal language. He writes:

All over the world trade associations, tourist clubs; scientific societies, and other organizations are seeking a universal language. Whenever an international congress is held, the need for such a language is recognized and discussed. An international committee is being formed, which is to select a universal auxiliary language subject to the following generally accepted limitations. It must be able to serve the needs of daily life, the demands of trade and commerce, and also the purpose of science. It must be easy for people of average education to learn. It should not be one of the living national languages. If the committee adopt a language it is almost certain to be Esperanto.

Esperanto is a language with few rules and no exceptions, no irregular verbs; with a pronunciation, accent, and spelling that can be learned in one lesson, and with a small vocabulary, many of whose words learners already know or guess; besides, it is clear, flexible, and rather sonorous.

American manufacturers and dealers should make use of this medium in their campaigns for trade with foreign countries. Chambers of commerce and trade organizations should give it a careful consideration. Exporters should study it and have their managers, clerks, and traveling salesmen study it. There are Esperanto groups in the twenty-four leading cities of Germany, and new ones are forming. There are in the world about 425 groups, besides sixty trade or scientific organizations, whose members either are all Esperantists; or use Esperanto when writing to a member in another country. Fourteen periodicals are printed wholly in Esperanto, seventeen partly, and nineteen well-known journals devote more or less space to Esperanto articles. In recent times eight international business or professional congresses have recommended or adopted Esperanto as the language to be used.

American exporters should not be behind, if Esperanto be selected; favorable action by them will hasten its adoption. Indifference may give their trade rivals an advantage. Our manufacturers may wake up some day to see English, French; and German salesmen running over the world; glibly talking Esperanto wherever they go, and taking large orders. This is no exaggeration, for Esperanto is being taught in many Japanese schools; and Peru publishes an Esperanto journal. In France and England the movement is especially strong. With Esperanto, in case a correspondent thinks the addressee will not be able to read his letter, he has only to put in a key in the addressee's language, or refer him to the nearest Esperanto group, which will translate for him free of charge. This key is published in many languages, and by its use the letter can soon be read.

"America does not need physical development. The great need of America is the preaching of moral conviction and intensity so that theft shall be known as theft and lies known as lies. And to help in accomplishing this the teacher must have the missionary spirit, the spirit which gives and asks no return but the joy of seeing fruitage from its work."

The above is from the address delivered by President Taylor of Vassar before the International Kindergarten Union.

The Board of Aldermen of the City of New York voted \$39,500 on June 4 for a house for President Finley of the College of the City of New York.

The American Institute of Instruction.

[Will Meet at Montreal, July 1-4.]

GENERAL SESSIONS.

MONDAY EVENING, July 1.—High School Assembly Hall.
8 to 10.

Addresses of Welcome:

His Honor, E. H. Ekers, Mayor of Montreal.
Charles E. Moyse, B. A., LL.D., Vice-Principal and
Dean of the Faculty of Arts.

Addresses of Response:

George A. Walton, President of the American Institute
of Instruction in 1882, and member since 1846, West
Newton, Mass.
John L. Alger, Principal Vermont Academy, Saxtons
River, Vermont.

Address: Public Requirements in Education.

Hon. D. J. Foster, M. C., Burlington, Vt.

TUESDAY MORNING, July 2.—High School Assembly Hall.
9 to 10:30.

Four Aspirations of the True Teacher:

Charles H. Keyes, Supervisor of Schools, Hartford, Conn.

Educational Efforts for International Peace:

Samuel T. Dutton, Professor of School Administration,
Columbia University, New York City.

TUESDAY EVENING, July 2.—High School Assembly Hall.
8 to 10.

The Rustic Speech of the English-Speaking People:

Matthew H. Buckham, President of the University of
Vermont, Burlington, Vt.

Child Labor and the Relation of Premature Employment to Education:

Owen R. Lovejoy, Secretary, National Child Labor
Committee, New York City.

WEDNESDAY MORNING, July 3.—High School Assembly Hall.
9 to 10:30.

Meeting of the Provincial Association of Protestant Teachers of Quebec:

President, Inspector J. W. McCuat, B. A., La Chute,
Quebec.

Educational System of the Province of Quebec:

Rev. W. L. Shaw, LL.D., C. L., Chairman Protestant
Committee of the Council of Public Instruction.

The Macdonald College or Teacher Training in the Province of Quebec:

Prof. J. W. Robertson, LL.D., CM. G., Director of the
Macdonald College.

Quebec Method of Teaching French:

H. C. Curtis, B. A., Director of French in the Public
Schools of Montreal.

WEDNESDAY EVENING, July 3.—High School Assembly Hall.
8 to 10.

Common School Extension:

Ossian Lang, Editor THE SCHOOL JOURNAL, New York City.

Some New Demands Which the Progress of Mankind Makes Upon Education:

William A. Mowry, President of the American Institute
of Instruction, 1880-1881, and member since 1851,
Hyde Park, Mass.

THURSDAY MORNING, July 4.—High School Assembly Hall,
9 to 10:30.

Three Essential Factors in Administration:

Hon. Henry C. Morrison, Superintendent of Public Instruc-
tion, Concord, H. H.

The Future of the Normal School:

Charles S. Chapin, Principal Rhode Island State Normal
School, Providence, R. I.

THURSDAY EVENING, July 4.—High School Assembly Hall.
8 to 10.

Speakers to be Announced:

It is expected that addresses will be given by eminent
officials of the Canadian and American governments.

DEPARTMENT OF INDUSTRIAL EDUCATION.

President, Hon. Mason S. Stone, State Superintendent of
Education, Montpelier, Vt.

TUESDAY, July 2.—10:45 to 12:45.

Addresses by

Charles H. Spooner, President, Norwich University,
Northfield, Vt.
Howard Edwards, President Rhode Island College,
Kingston, R. I.
(Other speakers to be announced.)

DEPARTMENT OF PATRIOTISM AND INTERNATIONALISM

President, Henry W. Leipziger, Supervisor of Lectures,
New York City

TUESDAY, July 2.—10:45 to 12:45.

The New Internationalism:

Mrs. Lucia Ames Mead, Chairman of Peace and Arbitration
Department of National Council of Women,
Boston, Mass.

The Teacher's Part in the Peace Movement:

Mrs. Fannie Fern Andrews, Chairman Educational Com-
mittee Association of Collegiate Alumnae.

The Heroes of Youth:

William C. Crawford, District Master, Boston, Mass.
Discussions will be opened by the Hon. Walter E. Ranger,
Commissioner of Public Schools, Providence, R. I.

DEPARTMENT OF HOME AND SCHOOL

President, Mrs. Mary I. Wood, Portsmouth, N. H.
Sessions held under the auspices of the New England
State Federations of Women's Clubs.

WEDNESDAY AND THURSDAY, July 3 and 4.—10:45 to 12:45.

Address:

James J. Palmer, Superintendent of Public Schools
Greenville, Pa.
(Other speakers to be announced.)

DEPARTMENT OF COMMERCIAL EDUCATION.

President Carlos B. Ellis, President New England High
School Commercial Teachers Association, and Director of
Commercial Department, Technical High School, Spring-
field, Mass.

WEDNESDAY, July 3.—10:45 to 12:45.

Speakers and subjects to be announced.

DEPARTMENT OF SPECIAL EDUCATION.

WEDNESDAY, July 3.—10:45 to 12:45.

Juvenile Delinquency:

J. Adams Puffer, formerly teacher in Putnam's School
for Boys, Gardner, Mass.

Discussion opened by

Gilbert E. Whittemore, Truant Officer, Providence, R. I.
(Other speakers to be announced.)

DEPARTMENT OF NORMAL TRAINING

President, Charles H. Morrill, Principal State Normal
School, Randolph, Vt.

THURSDAY, July 4.—10:45 to 12:45.

General Subject:

Normal School Extension: What ought the Normal
School to do for the Training of Teachers while in
Service?

Edward D. Collins, Principal State Normal School,
Johnson, Vt.

Discussions:

Clarence A. Brodeur, State Normal School, Westfield,
Mass.

■ (Other speakers to be announced.)

In connection with this session, by arrangement with its
president, George C. Purington, Principal of the State Nor-
mal School, Farmington Me. there will be a meeting of the
New England Normal Council.

■ NOTE.—Important additions will be made to the programs
of both general and departmental sessions. Some few
changes also may be found necessary for the convenience
of speakers or the adjustment of the programs. A final
official program, for use at the convention, will be issued
before its opening on July 1.

Public Opinion Concerning Education

As Reflected in the Newspapers

The Exchange of Professors.

[New York Post.]

The exchange of professors between German and American universities has now been going on long enough to make it possible to form some opinion as to its value and the trend it is likely to take in the future. That it has been not much more than a *succès d'estime* appears to be the general opinion in Berlin university circles. The first enthusiasm has passed away, while the benefits in the way of international courtesy and good will are now thoroly attained. These have been practical results of value. Beyond this, however, there is little to be said. The latest German representative at Columbia is reported to have returned to his home much disappointed. On the other side, it cannot be alleged that the lectures of any of our representatives have deeply stirred the German *Gelehrtenwelt*. The present Harvard professor at Berlin, Dr. Richards, is one of our ablest chemists. But he learned nearly all that he knows in Germany, and has to impart his own investigations in English; a language understood by only one German student in every two hundred or so. Moreover, if Germany is rich in any field of learning, it is in this one of chemistry. Hence there is danger that his lectures, or others like them, may degenerate into a pastime for some of the members of the American or British colony.

The criticism is also heard that our representatives have been too much influenced by or drawn into court or diplomatic circles. They have not understood the Berlin situation, or realized that in the opinion of the German public this exchange of professors has appeared to be more of a court fad than anything to be taken very seriously. The newspapers have made little or no mention of the American professors, beyond reporting their initial lectures. German editors are as little desirous of translating an English discourse as ours have been of giving space to the views of the distinguished lecturers of the *Alliance Française*. But even in the course of Professor Burgess, who delivered his lectures in German, there has been comparatively little interest. Whether this is due solely to the court stamp upon the whole enterprise, or possibly to a belief that it is merely another whim of the Kaiser, like his enthusiasm for yachting, we do not undertake to say. It does, however, appear that the time has come for a careful taking of stock and consultation as to the future of what ought to be a valuable institution.

The Berlin *Tageblatt* is also of this opinion. Altho it disclaims any intention of criticising the American lecturers individually; it none the less feels that if present methods are to be adhered to, "no result worth mentioning; no real moral or scientific gain, will result." The whole experiment "can only turn out to be a curiosity in the history of education." It does not feel itself at liberty to go into the reasons for this, which are many, but it has a remedy to suggest. If there is to be "any prospect of success whatever," the matter must be taken up from another point of view. In the *Tageblatt's* opinion, "not an exchange of university teachers is what is needed, or an exchange of lecturers, but of methods of teaching." Knowledge of the scientific and educational progress of the countries concerned is what is needed, not lectures upon American Constitutional questions, which interest only a handful, or matters chemical, on which Germany has all the learning possible. The

Tageblatt would have not merely professors of standing as delegates to the two countries, but young and studious teachers, medical men, scientists, even apprentices in the field of pure science. Men of this type should have the opportunity to study on the spot foreign methods of teaching and investigation, in order to compare them critically with those with which they are familiar. This would, it thinks, result in a gradual "reanimation of the mental views of those countries affected."

If this sounds a bit pedantic, it is none the less suggestive. It could not be expected that we could send two professors to Germany each year who would have something notable to say. To our mind, the selection of Dr. Felix Adler to represent Columbia two years hence is one of the best made, not only because of his mastery of German, but because, thru his lectures on ethical culture, he will be able to interpret American life and ideals not only to select educated classes, but to the masses as well. But intermediaries of this kind do not exist in large numbers; and if they did, it is questionable whether they, too, would not pall after a while. On the other hand, if the exchange is to follow the *Tageblatt's* lines, it might easily become merely one of graduate students, after the manner of the Rhodes scholarships. That would be valuable in itself, but by no means achieve the ends originally intended.

It must not be forgotten that a certain amount of exchange has been going on for decades. Leopold Ranke spoke many times before the Paris Academy of Sciences, while Liebig, Hoffmann, Helmholtz, Koch, and many another distinguished man, have lectured before the Royal Institution in London. Centuries ago there were plenty of foreigners to be found at the Italian or Dutch or German or French universities. To-day there are several American professors permanently at English universities; Leipzig has long had Professor Caspar R. Gregory, and we on this side have Münsterberg, who came to us from a German chair, as did Von Holst. In the temporary and simultaneous character of the Berlin exchange lies the novelty. If it can be made of genuine value either along educational lines or in the interests of international understanding of international differences, no stone should be left unturned to accomplish this end. Perhaps there is a middle way—such as the lengthening of the stay of each professor; but whether there is or is not, something must be done, ere the exchange becomes a subject for jesting.

Supervision of the High Schools.

[Philadelphia Inquirer.]

The law for the reorganization of the Philadelphia schools passed by the last Legislature specifically provided that the superintendent should have control over all of the instruction in the public schools. A by-law of the Board of Education took from the superintendent direct control of the high schools. An effort is now being made to change this by-law so as to conform to the State legislation, which is, of course, supreme in the matter, but there has arisen an opposition in the Board to the change which is mystifying. It takes a two-thirds vote to amend a by-law and it seems possible that there will be enough obstruction to defeat the movement.

Ostensibly the desire to maintain the status quo is because for so many years the high schools have been run by committees of the Board, and members

are loath to give up their authority. This is a natural sentiment, but it is opposed to the plain letter of the law. It is impossible that the members can imagine that there will be any change that can be in the least opposed to the interests of the pupils. The city is justly proud of its high schools, and wants to see them bettered in every way. It is evident that since all of the higher schools draw their pupils from the lower grades there should be complete harmony between the two; that the superintendent should have within his proper functions superintendence over all.

Already the city has reason to be thankful that changes have been made, that the improvements are so great and that more are promised, and it is certain that it will be helpful to all concerned to have the pedagogic superintendence extended to the higher schools. The personal element ought not to enter into consideration. We want the best possible administration of the whole school system, and the law points out and orders how this is to be accomplished.

Open Spaces for Schools.

[Boston Morning Herald.]

The plan to locate grammar schools near the public parks instead of in the crowded sections where land is expensive and surroundings undesirable, shows due regard for the children's welfare and appears not unsound from the business standpoint. Objections will be raised against it, as is the case with most reforms. It is conceded that the children's fares must be paid by the city, but this should not stand in the way. Neither should the dinner problem, which could be solved, and without cost to the city.

Epithets Are Not Arguments.

[Chicago Examiner.]

The habit of taking or using such words as "crank," "fool," for argument should be discouraged.

The great English economist, Mill, said there was something wrong with a society where eccentricity was a reproach. That it true. Such a society is egotistic, satisfied with its modes of life and thought, intellectually rigid, reactionary. It is at war with the principle of individuality, which sane institutions should foster. It is ignorant of history. It does not realize that flashes of intellectual illumination come to the race from the exceptional man, the eccentric. What is true of society is true, in a lesser degree, of the individual.

A French poet supports the English economist's rebuke. Beranger wrote a poem about "the fools." It fitted with a popular air and Frenchmen sang it. It told of what they had done for the world. It reminded men that it was a "fool" upon the cross who wrought the world's redemption. It said that humanity first killed "fools" and then raised monuments to them. It ended with this:

And if to-morrow's sun should cease
To beam and all be undefined,
Some "fool" would surely find the means
To light the way for human kind.

To take the epithet "crank" as affecting a point at issue is to give the politician an effective weapon. He may not be able to give reasons. He can always shout "crank!" He loves an argument of that kind. It saves thought, it covers many designs, it gratifies malice. The people who listen to it simply play into the politician's hands and neglect their own interests. A man's real or alleged variation from somebody else's standard is not of vital concern. Honesty and ability are all one should look for in any man.

We are not advocating a toleration of affectation. That is not eccentricity. We are not advocating

extending special privileges to those deemed eccentric. They do not need them. We only insist on a man's right to be himself without reproach; on people looking at the essential and not the unessential; on the politicians being forced to give reasons instead of sound and fury.

Humor in the Class-Room.

Mr. John A. Moran publishes in the London *Journal of Education* a collection of "howlers," from which the following are selected.

Jupiter: frequently invoked even in our own day.

Ulysses: one of the names of General Grant.

Mercury: still used in barometers.

Hector: common name for dogs.

Anchises: Aeneas, of course, would know that!

Bacchus: patron of drinking, smoking, card-playing. His name survives in "Baccarat." His followers were called *Titans*.

Juno: an authority on cycles.

Olympus: Olympia is now the scene of Oriental revels.

Zacheus was the father of the Baptist. He often climbed up into trees to see passersby.

Hannibal in the marshes of the Arno lost the other eye.

Achilles was a Greek who figured in the sack of Troy. Of his early years we only know that he was invulnerable, because his mother dipped him in the Styx, and only his right heel could be wounded because she held him by that, and so a wound there could not be healed.

Troy, a city in Asia Minor famous for its weights.

The Huguenots sailed to Colchis to win the ram with the "golden fleece."

Wolsey left the north of England under sentence of death, but saved his life by dying at Leicester Abbey on his way to London.

Henry the Eighth, a professional widower. In his reign the popular song was "A different girl again."

Britain before the Romans came was uninhabited; and its people were famous for tin, so the country was called "Tin Islands."

Q. How did the Norman Conquest come about?

—A. The Norman Conquest came about the year 1066.

Q. What is the derivation of *tarpaulin*?—A. Paul of Tarsus, a tent-maker.

How the Book of Job Was Written.

The creation of the tribal epic was to some extent regarded as a tribal work, like the building of the tribal temple. Believe then, if you will, that the prolog of Job and the epilog and the speech of Elihu are things inserted after the original work was composed. But do not suppose that such insertions have that obvious and spurious character which would belong to any insertions in a modern individualistic book. Do not regard the insertions as you would regard a chapter in George Meredith which you afterwards found had not been written by George Meredith, or half a scene in Ibsen which you found had been cunningly sneaked in by Mr. William Archer. Remember that this old world, which made these old poems like the Iliad and Job, always kept the tradition of what it was making. A man could almost leave a poem to his son to be finished as he would have finished it, just as a man could leave a field to his son to be reaped as he would have reaped it. What is called Homeric unity may be a fact or not. The Iliad may have been written by one man. It may have been written by a hundred men. But let us remember that there was more unity in those times in a hundred men than there is unity now in one man. Then a city was like one man. Now one man is like a city in civil war.—G. K. Chesterton, in June *Putnam's*.

The World We Live In.

A weekly department of significant general news notes, conducted by C. S. Griffin, editor of *Our Times*, a model weekly newspaper which is used by many schools for the study of weekly events.

The net profits of the Pennsylvania Railroad and its allied lines, in the four months which ended on April 30, showed a decrease of \$1,269,300. The officials of the Company say that the decrease is due to the increase in wages since December 1, 1906.

Secretary Taft has asked Miss Gertrude Beeks, of the Civic Federation, to go to Panama to investigate the condition of work on the Canal. She goes as Secretary of the National Committee on Welfare of Government Employees of which Secretary Taft is Chairman.

General Kuroki was the guest of Milwaukee for five hours on May 29. The Citizens' Business League presented him with a solid silver loving cup as a souvenir of the visit.

King Carlos of Portugal continues to manage affairs very well without the aid of a parliament. On May 29 he signed a number of decrees granting subsidies and increasing the salaries of civil employes. He visits the military barracks daily.

The International Cotton Congress which has been in session in Vienna was concluded on May 29. Resolutions were adopted expressing satisfaction with the promises of American cotton growers to do what they could to cheapen the transit of cotton. An invitation to hold the next congress in France was accepted.

As a result of the strike of engine drivers and firemen on the railroads of Argentina, traffic has been almost at a standstill. The strikers were not violent, but the railroad stations were guarded by troops.

President Roosevelt has awarded a medal of honor to Miss Mary Guinan of Middletown, N. Y., as a reward for distinguished courage. Miss Guinan risked her own life to save that of John C. Runyon, an aged man who was in danger of being run down by an Erie Railroad train.

Word has lately been received of a frightful typhoon which swept over the Caroline Islands on March 28. Hundreds were drowned. The island of Ulio was entirely destroyed. Natives clinging to the tops of trees were rescued days afterward.

A new State law makes Jefferson Davis's birthday a legal holiday in Texas. It was generally observed by the Government in Texas on June 3.

The Arctic steamer *Frithjof* sailed for Spitzbergen on June 4. It had on board the airship of the Wellman polar expedition. The Siberian sledge dogs will follow on another steamer.

The Duke of Devonshire and Lord Curzon have lately been called Strenuous Beggars. The first is appealing for £1,500,000 to complete the educational equipment of the University of Cambridge.

Lord Curzon is begging the public for an additional capital of £250,000 for the University of Oxford.

A syndicate of English capitalists obtained concessions from the Newfoundland Legislature last winter, for a fast Atlantic steamship service. The plans for this service include a new direct railway across Newfoundland in order to connect with the mainland. The survey for the railway is to be begun at once.

Henri Martin, an American painter, has been awarded the medal of honor by the French Salon. He exhibited two landscapes.

Booker T. Washington, the negro educator, has leased the Van Wyck place on Long Island as a summer home. It consists of one hundred acres of farm land, with a delightful old-fashioned residence. In a direct line across Cold Spring Bay, it is about three miles from the President's home at Oyster Bay.

Prof. George F. Davidson, President of the Seismological Society of America says that earthquakes have caused no difference in the level of the earth's surface about San Francisco Bay since 1877. At that date he had a solid concrete pier sunk to rock bottom in the Bay.

According to careful measurement which he lately finished, there has been no material change.

Italy has lost another art treasure. The Church of San Pietro, Perugia, had in its possession twenty-two large illuminated volumes by the best masters, dating from the fifteenth and sixteenth centuries. The most beautiful of these, one by Caporali, was borrowed by the local physician, with permission to copy it. The volume has never been returned.

Davis Statue Unveiled.

The memorial monument to Jefferson Davis, first and only President of the Confederate States of America, was unveiled in Richmond, Va., on June 3. The unveiling was the closing feature of the annual reunion of Confederate Veterans.

An outburst of cheering and the first gun of the Presidential salute greeted the drawing aside of the veil. The United Daughters of the Confederacy have been eighteen years in bringing about the creation of the Jefferson Monument.

All sections of the South were represented in the great parade of veterans in gray. A dense crowd filled the streets along the line of march.

Governor Swanson of Virginia made the first address. He was followed by Mayor McCarthy of Richmond, who introduced General Clement A. Evans as orator of the day.

General Evans pointed out that Mr. Davis served seven years in Indian campaigns; then served in Congress; later led a regiment of rifles in the Mexican War, rendering brilliant service; and later served in the United States Senate and the Cabinet.

At the close of the address, Mrs. J. A. Hayes of Colorado Springs, daughter of Mr. Davis, pulled the cord that held the canvas covering of the statue.

The monument is the combined work of E. V. Valentine and William C. Nolan of Richmond. It consists of a semi-circular colonnade with a large column rising from the enclosed space. The bronze figure of Davis stands on a great block of granite in front of the column, and about twelve feet above the roadway.

Hid Confederate Seal.

James H. Jones, a negro, who was Jefferson Davis's body servant, arrived in Richmond, Va., on June 3, to attend the ceremony of unveiling the Davis monument.

He was met by a delegation of Confederate veterans who offered him \$15,000 if he would produce the great seal of the Confederacy. Just before the fall of Richmond, Mr. Davis entrusted this seal to Jones and told him to hide it. Its whereabouts has never been discovered. James Jones has steadily declared that no money could tempt him to betray

the trust reposed in him. Thousands of veterans shook hands with the old man.

The Great Seal of the Confederacy.

The Congress of the Confederate States adopted a design for the Great Seal on February 22, 1862. Thomas J. Semmes of Louisiana, made the design and it was pronounced perfect. It was forwarded to Commissioner Mason in London. He secured the services of Joseph S. Wyon, Chief Engraver of her Majesty's Seals, to finish the seal. Very few impressions were ever made with it.

Honor Judge Wallace.

The members of the Bar of the State of New York gave a dinner in honor of Judge William J. Wallace on May 29.

The occasion was Judge Wallace's retirement to private life after twenty-five years on the bench. Nearly five hundred members of the judiciary and bar of the country were present. It was one of the greatest gatherings of judges, State and Federal, ever assembled in this country.

Ex-Judge Alton B. Parker presided.

The Sage Fund.

Announcement was made on May 13 that the trustees had elected officers to administer the interest of the \$10,000,000 which Mrs. Russell Sage has given to improve social and living conditions in the United States.

Mrs. Sage was chosen president. Mr. Robert DeForest was made vice-president. Mr. John Glenn, formerly of Baltimore, secretary and director.

Italy Buys a Masterpiece.

Minister of Education Rava announced in the Italian Chamber of Deputies, on May 11, that the Italian Government had bought a magnificent specimen of ancient sculpture. It was brought to light by a storm, in 1878. During this storm the waves washed away part of the shore where a famous villa of Nero was situated.

Some critics believe that the statue then found belongs to the school of Praxiteles. It will be placed in the Diocletian Museum. The price paid for it was \$90,000.

French Strike Ended.

The great strike of French seamen came to an end on June 4. The strikers gave in and went to work.

The firm attitude of M. Thompson, Minister of Marine, and his promise that no penalties would be inflicted, convinced the men that it would be wise for them to accept the Government's proposal to increase the pensions of seamen.

Honor Garibaldi's Memory.

June 2 was the twenty-fifth anniversary of the death of Garibaldi. All the war vessels in the Hudson River were dressed in flags to honor the memory of the Italian patriot.

The commanders of the American and foreign squadrons paid their respects to the Duke d'Abruzzi, Admiral of the Italian Squadron, on his flagship, the *Varese*.

President at Lansing.

The President reached Lansing, Mich., early in the morning on May 31. He was given a hearty Western welcome. After a strenuous six hours, in which he made three addresses and held a reception at the Capitol, the President left Lansing for Washington in the afternoon.

Mr. Roosevelt spoke from the front balcony of the Capitol, where about 30,000 people could see and hear him. He spoke also from the House rostrum. He then went out to the Agricultural College. There he addressed about 25,000 persons, from a stand at the head of the Campus. Before delivering his

address the President planted a young maple tree in President Snyder's yard.

The President's address upon the man who works with his hands was heard with close attention and often applauded.

Automobiling in Africa.

George C. Tyler, the theatrical manager, recently arrived in Paris after a particularly interesting automobile trip. In his open car he traveled over 10,000 kilometers of European and African territory. After going thru Italy and making a circuit of the island of Sicily, he shipped his car to Constantine and Algeria. He found Tunis and Algeria ideal lands for automobiling, and the roads as perfect as in France.

Garden of Allah for Sale.

The wonderful garden on the edge of the Sahara desert, the Garden of Allah, described by Robert Hichens in a well known novel, is for sale. It is now owned by Count Landon. The price he asks is not high, \$40,000. He fixes the condition that the garden must become the property of a private individual and all its present characteristics kept.

The garden covers about twelve acres. To obtain the supply of water for irrigating it Count Landon spent \$12,000.

Mrs. McKinley's Frank.

At the time of her death, Mrs. McKinley was the only person in the United States who had the perpetual privilege of sending mail thru the Government post-offices without charge. Officials of the Government have the privilege of franking their mail while they are holding office. Mrs. McKinley had the unlimited privilege extended to her during her lifetime by special act of Congress. This franking right has been extended to individuals only four times in the history of the Government. The first case was that of Mrs. Sarah Polk after the death of her husband. The dispensation was afterward granted to Mrs. Grant and to Mrs. Garfield.

Army Relief Garden Party.

The Army Relief Society gave a garden party on Governor's Island on May 28. The Governor's Island boats carried many visitors back and forth.

A sham fight was one of the entertainments of the afternoon. The first floor of the home of General and Mrs. Grant was thrown open to the Society and its friends.

About \$3,000 was netted for the Army Relief Society's fund.

The Finnish Diet.

The first Finnish Diet elected under the new Constitution was formally opened in Helsingfors on May 25. The ceremony took place in a new hall built for the purpose. It was preceded by a service in the Nicholas Church, which is the center of the national religion in Finland.

The members of the Diet went on foot, according to ancient custom, from Hall to church and from church to palace. The male deputies who possessed degrees, wore medieval hats of strange design. The peasant women deputies wore their white coifs. The Senators were resplendent in gold-trimmed frock coats, cocked hats, and epaulets.

The day was a general holiday in Helsingfors. Three languages were employed in the ceremonies—Finnish, Swedish, and Russian. The preference was given to Finnish. Governor General Gerhard, representing Emperor Nicholas, read the speech from the throne.

The Finnish Diet is the first national assembly in the world in which women deputies have seats. Among them are clergymen's wives, editors, teachers, a weaver, a seamstress, and three workmen's wives.

Famine Under Control.

Russia is now able to care for her own people. The Russian Famine Committee has informed its representatives in New York and London that foreign subscriptions are no longer needed.

There has been plentiful rainfall of late and the outlook for the harvest in Central Russia is more promising than it has been for twelve years.

King Oscar Retakes Control.

On account of ill-health King Oscar of Sweden gave up the reins of government on December 4, 1906. He appointed Prince Gustave, the Crown Prince to act as Regent. The King has now resumed control.

King Oscar and Queen Sophia celebrated their golden wedding on June 6. The gift of the nation was a sum of money to gain admission for poor patients to a sanitarium for consumptives. This sanitarium was founded ten years ago in honor of the twenty-fifth anniversary of King Oscar's reign, with money presented to him by the nation.

Cadets to Go to Jamestown.

The corps of cadets at the Military Academy at West Point, in charge of Colonel House, the Commandant, and the six tactical officers, started for the Jamestown Exposition on June 4. They went on the United States transport *Sumner*, which was placed at their disposal by the War Department.

Canvas tents were sent in advance. The cadets were quartered on the Exposition grounds.

Korean Exodus.

Almost two thousand persons are said to be crossing from Korea into Asiatic Russia every week. They wish to escape from Japanese rule.

Twenty-five thousand persons have crossed the border on foot since January. Eleven thousand have reached Vladivostok by sea.

British Ships for Australia.

A British steamship service is about to be started between San Francisco and Australasia. It will be called the Australian Mail Line, and is backed by the British Shipping Company of Andrew Weir and Company, London and Glasgow.

There will be a regular monthly service. Six vessels will be employed. Each will have a freight carrying capacity of 6,000 tons.

At present American freight for Australia is shipped from New York by way of the Great Northern Railroad to Vancouver. From Vancouver it goes by Canadian Pacific Steamship Line.

The Australian Mail Line succeeds the unsuccessful American Line.

Britain's Compliment to Japan.

The news that the British cruiser *Monmouth* will convey Prince Fushimi from Vancouver to Yokohama has pleased the Japanese. They regard it as showing the possibilities of the Anglo-Japanese alliance for insuring the peace of the world.

Confederates in Washington.

On June 4 President Roosevelt received some fifty Confederate veterans from Tennessee. They were on their way home from the Richmond reunion.

They marched to the White House, the infantrymen with their rifles and the cavalrymen with their sabers. Many of them wore the uniforms they had worn during the Civil War. This was the first time that armed Confederate veterans ever paraded the streets of Washington.

Red Cross Society of Japan.

The Red Cross Society of Japan held a general meeting in Tokio on June 5. The Empress was present. She made a speech congratulating the Society on its success.

The Society now has a membership of 1,320,000. It is actively at work in Korea and Manchuria.

Aladin Sails for Europe.

After spending several months in this country, Alexis Aladin sailed for Europe on June 5. He expressed himself as greatly gratified with the support the cause of Russian freedom had received from people here.

Admiral Coghlan Retires.

Rear Admiral Joseph Bullock Coghlan retired to private life on June 1, after forty-seven years of service in the United States Navy. Although a strict disciplinarian, the men on board the ships he has commanded would go thru fire and water to obey him. All recognize him as a man of undaunted courage and an able officer.

He won his greatest fame at the battle of Manila, when he commanded the cruiser *Raleigh*. His ship was one of the first to open fire on the Spanish ships and the Cavité battery.

All persons leaving Cuba for the United States are to be detained in mosquito-proof quarters at the Quarantine Station at Triscorma for five days. At the end of this time they will be given certificates permitting them to land in the United States.

The rules of the Civil Service Commission have been so amended as to forbid all persons in the classified service from taking part in political campaigns. The amendment was made thru an order issued by the President.

According to a ruling made on March 27, about fifty men a day are being dropped from the Federal pension rolls as not entitled to pensions.

Mrs. McKinley's estate was left to her sister, Mrs. M. C. Barber, of Canton, Ohio. It is valued at \$202,000.

Owing to the rise of the price of bread in France a proposal was made in the Chamber of Deputies on June 4; temporarily to suspend the duties on wheat and flour.

President Cabrera of Guatemala recently issued a public statement. In it he assured the world that the future of his country is brilliant. He declared that the business outlook is bright. Much American capital is being invested in Guatemalan railroads. He said that foreigners are being protected, and that the authorities are maintaining peace with a firm hand.

Shoe dealers say that cobblers are needed. Young men are shirking the good old trade. The men who cobble shoes are most of them from forty to sixty-five years old. There are not nearly enough of them to do all the repair work needed.

The railroad men of Chile have struck for better wages and shorter hours. All trains stopped running on June 5.

Emma Calve, the great singer, as proprietress of the Chateau de Cabriers in France, received a gold medal at the Rodez agricultural show for model farming.

A Course in English.

By S. A. CHALLMAN, Montevideo, Minn.

How to arrange a satisfactory course in English for the small high school, where every two or three years there is a change in teachers, is a problem that confronts a great number of the superintendents and principals of our smaller cities and villages. Years ago the agitation for better work in English became so strong that none but the dead could resist the call. Among the attempts then made to meet the requirements was a partial outline of the course given below; an outline which was gradually amended until three years ago it was adopted substantially as it now stands. Since that time, it has been followed in the Montevideo (Minn.) high school and consequently possesses the advantage of having been tried and found practical.

COURSE IN ENGLISH.

FRESHMAN.

- I. Composition and Rhetoric.
- II. Critical Reading.
 1. Silas Marner—Eliot.
 2. Vision of Sir Launfal—Lowell.
 3. Sir Roger de Coverley Papers—Addison.
- III. General Reading.
 1. Twice Told Tales—Hawthorne.
 2. Vicar of Wakefield—Goldsmith.
 3. Kidnapped—Stevenson.
- IV. One Essay each week.
- V. Rhetoricals—Two recitations and two original essays given each year before the entire high school.

SOPHOMORE.

- I. Composition and Rhetoric.
- II. Critical Reading.
 1. House of Seven Gables—Hawthorne.
 2. Merchant of Venice—Shakespeare.
 3. Paradise Lost, I and II—Milton.
- III. General Reading.
 1. Last of the Mohicans—Cooper.
 2. The Princess—Tennyson.
 3. As You Like It—Shakespeare.
- IV. One Essay each week.
- V. Rhetoricals—Two recitations and two original essays given each year before the entire high school.

JUNIOR.

- I. History of English Literature.
- II. Critical Reading.
 1. Essays on Milton and Addison—Macaulay.
 2. Julius Caesar—Shakespeare.
 3. Life of Goldsmith—Irving.
- III. General Reading.
 1. Ivanhoe—Scott.
 2. Ancient Mariner—Coleridge.
 3. Poems and Tales—Poe.
- IV. One Essay each week.
- V. Rhetoricals—Two recitations and two original essays given each year before the entire high school.

SENIOR.

- I. History of American Literature.
- II. Critical Reading.
 1. Macbeth—Shakespeare.
 2. Conciliation with America—Burke
 3. Reply to Hayne, The Constitution and the Union—Webster.
- III. General Reading.
 1. Essay on Burns—Carlyle.
 2. Marmion—Scott.
 3. Tale of Two Cities—Dickens.
- IV. One Essay each week.
- V. Rhetoricals—Two recitations and two original essays given each year before the entire high school.

The above course requires daily recitations for four years. Two lessons a week are assigned to

each class in composition and rhetoric; to the class in history of English literature, and to the class in history of American literature. Two lessons a week are devoted to recitation in the books assigned for critical reading, and one period is given to the writing of essays. Five or ten minutes at the opening of the afternoon session is set aside for rhetoricals. The time for reading the books assigned as general reading is fixed by the teacher, and at the end of that time three or four recitations are spent in discussing the book read. Written tests about half an hour in length are given upon each book when finished.

The Idylls of the King.

By BERTHA E. BUSH, Iowa.

This lesson was given to a high school literature class, but there is inspiration in it for any grade from the seventh up.

The story of King Arthur which Tennyson has told in his "Idylls of the King," is so old that it goes back to the days when the people of England were not English, but Celts, and when our ancestors were only heathen from the northern seas, who poured over the island and wrought destruction everywhere.

You remember in your history how the Romans conquered England under Caesar, but when the Roman Empire grew weak and tottering they withdrew their legions and swarms of Picts and Scots and Saxons over-ran the country. They burned and pillaged and destroyed and killed until the Britons wrote pitifully to the Roman emperor:

The barbarians drive us into the sea; the sea throws us back on the swords of the barbarians; and we have only the hard choice of perishing by the sword or by the waves.

It was at this time that Arthur rose and

drave the heathen and upheld the Christ,

and slew the ravaging wild beasts and brought to justice the fierce bands of robbers, worse than beasts, that infested the land from one end to the other.

The stories of King Arthur are legends of this time that the old Celtic bards used to sing in Welsh. Then they crossed over to the Celts in France and were put into Norman French. Geoffrey of Monmouth wrote them down in Latin. Sir Thomas Malory put them into English and Caxton, the first English printer, printed them. They look strange enough in their quaint spelling, with "u" for "v," "y" for "i," and "e" on the end of almost the greater number of the words, but they are interesting even in this strange guise. They are more interesting as some of our modern writers have interpreted them to us. One of the newest of these versions of the King Arthur stories, and one which will thrill the heart of every boy and girl who will read them; is that of Howard Pyle. He says in his preface; when he is giving the reason why he has written them down:

For I believe that King Arthur was the most honorable and gentle knight who ever lived in all the world. And those who were his fellows of the Round Table,—taking him as their looking-glass of chivalry—made, altogether, such a company of noble knights that it is hardly to be supposed that their like will ever be seen again in this world.

But no one has ever written down these legends of King Arthur more delightfully than Alfred Lord Tennyson in his "Idylls of the King."

An idyll; as the word is used here, means a descriptive or narrative poem written in a highly finished style. There are twelve of these Idylls of the King. The first one tells of the coming of Arthur into his kingdom. The last tells of the passing of Arthur,

and the rest are mostly about the doings of the Knights of the Round Table, the order which Arthur created to put down the dreadful evils which were destroying the land.

This is the story of how Arthur came to his kingdom. It is not all given in Tennyson, but I found some of it in the chronicles of Malory and Howard Pyle.

King Arthur was the son of Uther Pendragon, King of Britain, and his wife the good and beautiful Ygerne. But he did not know this himself.

When he was a new-born babe he had been taken away from the palace and given into the care of a good old knight. It was Merlin the Enchanter who had done this. He knew by his magic knowledge that King Uther was soon to die and that the babe, if left to the guardianship of the warlike lords of the kingdom, would be killed in their struggles, and so he took this way of having the prince reared in safety. When Arthur was about eighteen, Merlin wished to have him proclaimed as king. So he caused an immense block of marble to appear in the square before the cathedral. On the block of marble was a great anvil, and firmly embedded in the anvil up to its middle, was a wonderful sword with its hilt blazing with gems. On the sword was engraved:

Who pulleth out this sword from the anvil
The same is rightwise born king of Britain.

Then all the knights and lords and lesser kings came and tried with all their mights to pull the sword out, but no one could draw it out so much as a hairsbreadth.

Now at that time there was a great tournament and all the young knights fought to prove themselves valiant. And the boys too young to be knights were very glad to be squires and wait upon the knights in the tournament. Arthur's foster-father had a son older than he, who was named Sir Kay. Sir Kay came to fight in this tournament and Arthur was his squire. The young Sir Kay fought fiercely and well, but in the middle of the tournament his sword broke in two. Then he called out in haste to Arthur, "Go to the pavilion and get me another sword."

Then Arthur ran in all haste to get a sword for his brother Kay, but he found the pavilion shut and no way to get a sword from there.

"My brother must have a sword," said Arthur. "He will be defeated if I do not bring him one. What shall I do?"

Then he thought of the sword sticking in the anvil. It was the sharpest sword in all the region. "My brother must have a sword," he said. "I will go to the square and see if I cannot pull out Merlin's magic one for him."

Arthur did not know that who pulled out the sword should be the king. He only thought that his brother needed a sword and depended on him to get one for him. He ran to the square and seized the glittering hilt. He pulled with all his might and out it came. Then Arthur was glad, and ran with all speed to give the sword to Kay so that he might conquer in the tournament.

And he did not know that he had done any great thing until Merlin proclaimed him king. Of course, the fierce lords who had been struggling to be king themselves would not acknowledge him. They said that Arthur was not the true son of Uther, and joined together in rebellion against him. But he conquered them all; then he drove the heathen back in twelve great battles, and established peace and justice within the land. Then Merlin built for him by his magic a wonderful palace. It was the most marvelous building on the earth. And Arthur called his knights to him in the great hall of the palace and had them swear by the holiest

vows, to be always true and faithful and knightly. These were the vows they swore:

To reverence the King as if he were
Their conscience and their conscience as the King;
To break the heathen and uphold the Christ;
To ride abroad redressing human wrongs;
To speak no slander, no, nor listen to it;
To honor his own word as if his God's;
To lead sweet lives in purest chastity;
To love one maiden only, cleave to her,
And worship her by years of noble deeds.

Some of the knights, when they rose from kneeling at their vows, were pale as at the passing of a ghost; some were flushed and half dazed by the strictness of them. But when Arthur spoke to them and comforted them in words so full of courage and sweetness and honor that they cannot be repeated, there flashed from eye to eye a likeness to the king; and they all grew like him because they understood his high purposes.

And now that the kingdom was won, messengers were sent to King Leodogrance of Camelard to ask him for the hand of his daughter Guinevere in marriage with King Arthur. This is where Tennyson's idylls open.

Guinevere was the most beautiful maiden on the earth, and as sweet and gracious as she was beautiful. Arthur had seen her when he went, at her father's plea, to help him drive away his enemies from his kingdom, and her lovely face had been in his thoughts ever since. But Guinevere had not seen Arthur to note him, for

He rode a simple knight among his knights,
And many of them in richer arms than he.

So Arthur loved Guinevere before Guinevere loved him.

King Leodogrance debated with himself a long time whether he should give his daughter to Arthur or no. The old lying slander that Arthur was not Uther's son troubled him sorely. But at last he decided that it would be the highest honor to have his daughter the wife of Arthur, and so he sent word, yes.

Then Arthur sent his mightiest knight and his dearest friend, Sir Lancelot, to bring Guinevere to him. There was not a knight in the world handsomer than Lancelot, and none but Arthur so courteous and brave. When Guinevere first saw him, she thought he was Arthur. And when she found that he was not she wished that he had been. As they rode along thru the blossoming fields and orchards of May they were perfectly happy together. But when Lancelot brought her to the king and she saw him for the first time, she thought him too cold and pure and high, not human like Lancelot; and she wished that she could be wedded to Lancelot instead of to Arthur.

But of course that could not be, and Guinevere was wedded to Arthur amid great splendor; and Arthur's knights sang a wedding song that seemed to shake the sun and the stars in the sky, it was so joyous and brave. And Lancelot vowed in all innocence that he would be the queen's knight forever; and every one was happy and good. Then Arthur set up the seat of judgment in his great hall, and every one who was wronged in all the kingdom came to him to have their wrongs redressed. There were many wrongs to be righted, for tho the heathen were driven back, the country was full of wicked robbers and of fierce wild beasts. When a complaint of one of these things came to the king, he would give the quest to one of his knights.

There were never braver knights, nor better ones at first. They were sworn to "utter hardihood, utter gentleness." They made it their business "to ride abroad redressing human wrong." They

held it unknightly and a shame to speak a scornful or discourteous word, and they were especially bound to protect all women and children and all who were weaker than themselves.

The king and his knights had wonderful plans to make the whole kingdom good. If only Arthur's followers had followed him in truth, he would have succeeded. But the two that he loved best, Lancelot and Guinevere, failed him.

Lancelot was his dearest friend. They had sworn on the field of battle to be friends forever, and each had saved the other's life. Lancelot loved the king and hated himself for doing wrong to him; but this Lancelot, who was stronger than any other but the king in battle or tournament, was not strong enough to conquer an evil impulse in himself. We cannot help being sorry for him for his treacherous love of Guinevere, which had so long been only innocent love and worship, was bound up with everything that was good and lovely in his nature. But their treachery overthrew all the plans of the blameless king, "too wholly true to dream untruth."

Because Lancelot and Guinevere broke faith and did wrong, the other knights of the Round Table felt that they could follow the example of the king's mightiest, and Arthur's court, which had been so pure, became filled with wickedness.

The wily, wicked Vivien entrapped Merlin the Enchanter, and imprisoned him forever in a hollow oak, by a spell which she had deceitfully obtained from him by her blandishments. The knights broke their vows. Modred, the king's nephew, who was envious and wicked, told the king about Lancelot and Guinevere, and the two fled from the court in disgrace. Lancelot wanted to take Guinevere to his strong castle over seas and hold her there against the world; but Guinevere, who was already repentant of the wrong she had done, tho she did not dream as yet how much evil it had wrought, declared that instead she would take refuge with the holy nuns in the convent at Almsbury. So Lancelot, to the last, "love-loyal to the least wish of the queen," left her there and went on alone to his castle. But the wicked Modred told Arthur that he had taken the queen there with him and Arthur went there with the broken remnant of his knights to fight against him. Lancelot

who did not shun to smite in the worst way,
Had yet the grace of courtesy in him left
He spared to lift his hand against the king
Who made him knight.

But all his kith and kin fought against the king, and while Arthur was doing battle with them, the wicked Modred seized his throne. Then Arthur went back to fight with him, and defeated him, but was wounded to death on the battle-field.

The "Idylls of the King" contain some of the most interesting stories about Arthur's knights. There was Sir Gareth, the eager boy prince who promised his over-careful mother that if she would only let him go to Arthur's court, he would serve unknown in the kitchen as a kitchen knave for a year; and who did wonderful things in overthrowing wicked knights in spite of the scorn of the damsel upon whose quest he went. There was Sir Galahad, the bright boy knight, the youngest who ever was knighted, to whom Arthur said, "God make thee good as thou art beautiful."

He was the one who sat in Merlin's enchanted chair, and "lost himself to save himself," and saw the Holy Grail and was crowned conqueror "far in the spiritual city." There were the brothers Balin and Balan, and Pelleas, whose lives would have been so noble if they had not been ruined by the evil that sin brought into the court; and ever so many others.

It is a sad story in all, for the glorious beginning failed thru the wrong done by those who should have been Arthur's chief supporters. But tho King Arthur was defeated; his spirit was not defeated. It has lived and made the world better thru all the ages since it was chronicled. The last words of the "Idylls of the King" are beautiful and helpful words.

The old order changeth, yielding place to the new
And God fulfils Himself in many ways.

Of Arthur it is said;

Then from the dawn, it seemed, there came, but faint
As from beyond the limits of the world
Like the last echo born of a great cry,
Sounds as if some fair city were one voice
Around a king returning from his wars.

Surely he was a conqueror.

This is only an introduction to the study of the "Idylls of the King." It is given that pupils may become familiar with the story and interested in it before taking up the poems which they will scarcely understand without previous explanation. After this introduction, it is recommended that the poems be taken up in the class in the following order:

1. The Coming of Arthur. (To be read in class, omitting the part from Line 145 to Line 237.)
2. Gareth and Lynette. (To be read in class.)
3. The Marraige of Gereint. (To be read in class.)
4. Gereint and Enid. (Story to be told by a class member.)
5. Balin and Balan. (To be told.)
6. Merlin and Vivien. (To be told.)
7. *Merlin and the Gleam. (To be read in class.)
8. The Holy Grail. (To be read in class.)
9. *Sir Galahad. (To be read and learned.)
10. Guinevere. (To be read.)
11. The Passing of Arthur. (To be read.)

* These two are not found in the "Idylls of the King," but in other places in Tennyson's poems.

African Musical Instruments.

Forms of the violin are common in Africa, says a writer in the *Southern Workman*. The M'balinda Negroes have a violin with three strings and a bow, all of plant fiber. The Soudanese *erhab*, which is sometimes mentioned, tho perhaps erroneously, as the original of the violin, consists of a gourd over which a skin is stretched like that on a drum; over this a string is fastened and played with a horsehair bow. The original of the guitar is found in many parts of Africa. The Dörs have three kinds of guitars. One can be tuned by means of a sliding ring passed over the neck. Its large body resembles the modern guitar. The Karagme have a guitar, or *manga*, with from seven to eight strings, six of which form a perfect diatonic scale. In another, three strings make a full harmonious chord. The Ashantis are said to have a most perfect guitar. The instrument is a hollow wooden box, perforated with holes and covered with skin, to which a long stick or neck is attached. It has eight strings in two rows, separated perpendicularly by a bridge. It produces a soft, soothing tone. The mandolin is a favorite instrument in Dahomey. The mandolin of the Niam Niam has five strings which can be tuned by means of screws. The lute is common. On the lower Congo are lutes with strings of hair from the elephant's tail, or of palm fiber. By playing upon them the natives are said to express their minds almost as intelligibly as with their tongues. At Fort Saint Louis the natives sing to the accompaniment of a lute.

The School Dramatic Club.

[*Journal of Education, London.*]

Among other questions which present themselves in connection with the teaching of English literature comes the question as to how much enthusiasm is really felt by the ordinary schoolboy or schoolgirl for the works of our greatest writer, Shakespeare. Do the scholars in our schools appreciate Shakespeare in any true sense? Will they read his dramas for pleasure after they leave school? Does a school prize of a volume of his works evoke as much enthusiasm as one of "Little Women" or a tale of adventure by Henty? Are the pupils eager to finish even the play they are reading in class? If the teacher asked at, let us say, the third lesson who had read to the end of the play, would any considerable number be found to have done so?

It is to be feared that the answer to all these questions is "No." And much, tho not all, of the blame for this state of things lies with the teachers who have forgotten in their practice (tho they have probably impressed the fact on the minds of their pupils many times) that the word "drama" comes from a Greek verb meaning "to do," "to act," and that Shakespeare's works, even before they are great poems, are great dramas. As well try to arouse enthusiasm for the game of hockey by a vivid description of its joys and a learned disquisition on its rules as to do the same for a Shakespearian play by treating it simply as a great poem or as a storehouse of learning. You may gain acquiescence, attention, some measure of appreciation even, but enthusiasm—never. The natural method of studying a drama, whether by Shakespeare or by any other writer, is thru the medium of acting. Much may be done by adopting thruout the lessons a dramatic style of treatment, but more may be done by actual acting. Let the pupils see the game played, let them play it themselves. And here come in the use and value of a school dramatic club.

Where possible part of the work of the club should be the forming of parties to witness the performance of good plays by good actors. But even where this is impossible (and the general principle in the teaching of literature that nothing second-rate should be introduced to the notice of the pupils holds good here also) the "doing" by the pupils themselves is always possible. Considerations of scenery, dress, etc., need not act as deterrents. A performance in which those who take part have to scheme and contrive in these matters is often productive of far more real good than one in which all accessories of the most perfect description are provided without trouble.

I can assure those who have not tried it that it is an interesting—almost an intoxicating—experience to watch a class preparing for a first dramatic performance. The gradually awakening delight; the astonished realization that these men and women and girls and boys in the play can be thought of and talked of just as one would think and talk of the members of one's class; the growing appreciation of dramatic situations and of the more subtle humorous touches; the added power of recognizing how action may be translated into words and words into action; the joy in the music and lilt of the poetry as the power of fitly rendering the great speeches increases—all this is to the teacher a source of keenest, most absorbing delight.

Take for instance "As You Like It," one of the best plays to begin with. The girls read the play at home and perhaps do not see very much in it. The club meets and parts are given out. Each performer is told to be ready to give at the next meeting a brief account, either orally or in writing, of "the kind of person she thinks she ought to be."

The result will give far more vivid and original impressions, tho these are presented in a crude form, than the "character sketches" written as class exercises. Comparisons and contrasts will naturally suggest themselves. I have known girls rise to the highest pitch of enthusiasm in discussing the relative merits of Celia and Rosalind, and in balancing the virtues and faults of Orlando. Even minor and comparatively colorless characters like Amiens take on an interest under these circumstances. In one case that I can remember the two girls representing Amiens and Le Beau dubbed themselves "the old Duke's courtier" and "the new Duke's courtier." Much merry raillery passed between them, and many imaginary speeches, in character, were made with regard to the merits of their respective masters, and the comparative advantages of forest and court life, with the result that the rest of the "company," besides being interested and amused, really did gain, I think, a clearer notion of the contrast which it was undoubtedly one of Shakespeare's aims to set forward. In the case of a difficult character like that of Jaques, the good results of the dramatic method of treatment are even more striking. The girls speedily recognize that here they are confronted by a puzzle, and all—especially the one who is to present the character—are eager for help and guidance in solving it. Suggestions such as that contained in Hazlitt's words, "He is the prince of philosophical idlers; his only passion is thought," or in Professor Moulton's "Egotism is at the root of Jaques's morbid humor, which is no outcome of social life, but a constant attempt at self-exaltation by the mode of differing from others," are gladly received, pondered, discussed—vehemently endorsed or as vehemently rejected. The result of all this, as embodied in the final rendering of the character, may perhaps, from an actor's point of view, be anything but satisfactory; yet an earnest attempt will have been made to grapple with the problem presented, and that, after all, is the chief thing to be desired.

As rehearsals proceed various questions may be propounded for general consideration—"Why are Phoebe and Audrey so different? Which is the more natural character under the circumstances?" "What makes us think Touchstone funny?" I have heard what girls have to say on these subjects in the informal, eager discussion of a dramatic club, and I have seen their answers to such examination questions as "Compare the ideal and the real view of pastoral life as shown in 'As You Like It.'" "In what does the humor of Touchstone consist?" I have come to the conclusion that in the first case girls say what they really think, after eager consideration; under the stimulus of pleased excitement; and that in the second they say what they think it is correct to say, or what they have learned from their books or their teachers without attempting to dig into the matter for themselves.

When the play has become so real to the girls that it has passed out of the region of book-knowledge and taken its place among the keenly interesting realities of life some of the criticisms of eminent writers may be brought to their notice. Mrs. Jameson's words—that love at first sight is the pivot on which the whole play turns—will never fail to attract their attention. The teacher has here an opportunity of talking to the girls on this subject more freely than is possible during a class lesson, and of impressing upon them, by means of her suggestions as to the rendering of the parts of Rosalind, Celia, and Phoebe, that it is possible to treat love frankly yet modestly, without any of the self-

consciousness, silliness, and sentimentality so often associated with it.

The incidents of the play should be discussed in the same way as the characters. It may be found a useful exercise to ask the girls to try to "cut" the play, taking out scenes or speeches which can easily be dispensed with. In this way will be brought home to them the dramatic unity of the whole; they can be led to see that every scene, every speech, has its dramatic purpose either in advancing the story or in developing the characters. There is indeed no way of teaching the scholars to appreciate fully the structure of a play save letting them act it. Then all becomes clear. They tie the knot and untie it themselves; so they know just how it is done. No ordinarily intelligent girl who has taken part in a play will have any difficulty in pointing out its crisis and *denouement*, and showing how these are brought about, tho she may not perhaps express herself in the usual recognized terms.

Questions with regard to scenery lead to an eager examination of the play in order that a complete description of the Forest of Arden may be obtained, and in this way the scattered descriptive passages gain appreciation and the wonderful open-air feeling of the whole play is in some measure recognized; at the same time comes the realization that the Forest of Arden is a purely idyllic one, with no existence save in the brain of its creator.

No prompting or suggestion on the part of the teacher is required to induce the girls to enter eagerly into the (to them) all-important consideration of what they shall wear. The subject has probably had a prominent place in their minds from the very beginning. Nor should the teacher treat its consideration as necessary and amusing, but frivolous and uneducational; rather she should attempt to capture this interest and use it to deepen and to illuminate the impression already made. It will be found useful to ask each girl to hand in a list of suggestions as to the dresses of the various characters. In one such set of lists, made with reference to the play of "As You Like It," I was struck by the fact that in almost every list "green" figured very largely. I remarked on this to the girls, and asked them; first, if they thought, on further consideration, that the suggestion thus conveyed was a good one. The answer was an unhesitating and unanimous "yes." I next asked "Why?" The answers this time were not so ready, but at length one girl volunteered the remark that "the play was green," which was exactly the impression I had hoped they would receive. One other suggestion in the same set of papers I thought worthy of bringing under the general notice. While most of the girls had advised that Jaques's dress should be dark and somber (with reference, as they explained, to his pessimistic nature), one gave it as her opinion that he should wear the most brilliant and gaily decorated court dress it was possible to devise, but that this should be soiled, draggled, tarnished, and threadbare. This acceptance of the Duke's estimate of the character of Jaques, and the fanciful portrayal of that estimate in his dress, showed; I considered; careful study and some measure of insight.

Finally, when the time of the public representation of the play draws near, each actor should be asked to write out a short summary of the plot, the best to be selected and printed on the program. Very probably some of the audience will consider the printing of a summary of such a well known play as "As You Like It" an insult to their understanding; but this must be risked rather than forego the excellent opportunity of inducing the scholars to make a real effort to record, in a form brief, yet clear and complete, their idea of the

"story" of the play, to crystalize the various and complex impressions which have been made on their minds into a simple, definite whole.

If a play is prepared carefully and intelligently; if the girls are made to think out their own actions and readings instead of having these supplied by the teacher; if the preparation is taken in a leisurely manner (to "rush" a Shakespearian play is fatal; if the play is chosen and set for reading just before the summer holidays, and rehearsals are begun immediately after, it should be ready for presentation towards the end of the Easter term); if free discussion is encouraged, and this discussion is judiciously and unostentatiously guided into profitable channels, the result must be a very evident increase in literary appreciation. The pupils will come back to their Shakespeare with added interest, and will be ready to read him now, since the acting of one play has supplied them with a key which will serve, at any rate partially, to reveal the treasures of the others, until these too can be acted. The very fact that the play has supplied material for conversation and discussion, that it is associated with pleasurable excitement and hours of recreation; that the words have, by the natural processes of repetition and association, become an actual part of their mental equipment, and therefore dear and familiar, will do much towards making dramatic literature for them a living delight instead of only an ordinary school subject.

A Macaronic for Students of Latin, French, Greek, and German.

Ich Bin Dein.

In tempus old a hero lived
Qui loved puellas deux.
He ne pouvait pas quite to say
Which one amabat mieux.

Dit'il lui-même un beau matin;
"Non possum both avoir,
Sed si address Amanda Ann
Then Kate and I have war.

"Amanda habet argent coin,
Sed Kate has aureas curls,
Et both sunt very agathæ
Et quite formosæ girls.

Enfin this youthful anthropos
Philoun the duo maids,
Resolved proponere ad Kate
Devant cet evening's shades.

Procedens then to Kate's domo;
Il trouve Amanda there,
Kai quite forgot his late resolves
Both sunt so goodly fair.

But smiling on the new tapis
Between puellas twain,
Coepit to tell his love a Kate
Dans un poetique strain;

Sed glancing ever et anon
At fair Amanda's eyes
Illæ non possunt dicere
Pro which he meant his sighs.

Each virgo heard his demi-vow
With cheeks as rouge as wine,
And off'ring each a milk-white hand
Both whispered; "Ich bin dein."

—New York Voice.

Notes of New Books

Aldrich and Foster's *ELEMENTARY FRENCH*, which has just appeared, is a most satisfactory text-book in every way. The arrangement of the book is such as to permit the greatest freedom to the instructor who desires to outline his own course, furnishing him with all the needed material in convenient form, while those who desire to follow the plan outlined by the authors will find it admirable.

The difficulties of pronunciation are made as simple as is possible in print. For this purpose there is given in the appendix a very helpful phonetic transcription of some of the earlier exercises by which the student may gain an idea of the sound of phrases and sentences as well as of separate words.

Such difficult matters as the position of adjectives, the order of pronouns, etc., are treated with clearness. Idioms are taken up thruout the book wherever they can be most easily explained.

The book as a whole is admirable and is without question the best book of its kind which has appeared lately. Mr. Aldrich is Master in Modern Language in the Worcester Academy, and Mr. Foster is Professor of Romance Language in the Pennsylvania State College. (Ginn and Company Boston. \$1.00.)

A book to delight the heart of the girl graduate is called *MY GRADUATION*. It is a beautifully bound book, boxed, and contains, on decorated pages, spaces for graduating program, unmounted pictures of classmates, class motto, records of the good times of the senior year, a piece of the graduation gown, and all the other things that in after years will bring back such delightful memories to the young woman. The book, which is really a most artistic production, was the idea of Marion L. Peabody. It is intended as a present for the graduating girl, and a most delightful treasure it is certain to be; appropriate enough, too, for a boy, but perhaps a wee more to be appreciated by the artistic girl. As a hint for a graduation present, this book may well be kept in mind. (H. M. Caldwell & Company, publishers, New York City.)

STANDARD SELECTIONS, by Robert I. Fulton and Thomas C. and Edwin P. Trueblood, will supply new material in poetry and eloquence, and offers for the use of classes in public speaking such selected literature of varied scope as will be helpful and stimulating in the practice of reading aloud and profitable in acquiring power of vocal interpretation. The selections are arranged in six different classes (covering a wide range of thought and emotion) such as

First, Narrative, Descriptive, Pathetic; second, Solemn, Reverential, Sublime; third, Patriotic, Heroic, Oratorical; fourth, Gay, Humorous, Comic; fifth, Dramatic, not in the Drama; sixth, Scenes from the Drama. The book is especially designed as a text-book for classes in elocution, oratory, and English in high schools and colleges. (Ginn & Co., New York. 12mo cloth, 510 pages. List price, \$1.25.)

THE CHILD AND THE BOOK, by Gerald Stanley Lee, author of "The Lost Art of Reading," etc. *THE CHILD AND THE BOOK* deals with the practical problems of reading among children and young people, and in schools and colleges.

Part I. of the contents or Interferences With the Reading Habit, is divided into five parts, viz: (1) The Disgrace of the Imagination; (2) The Unpopularity of the First Person Singular; (3) The Habit of Not Letting One's Self Go; (4) The Habit of Analysis; (5) Literary Drill in College; in all of which the author admonishes the parent or teacher to refrain from discouraging originality and creativeness in the child. He says that the question has been seriously discussed as to whether the college course in literature makes its graduates nearer or farther from creating literature themselves and that imagination and personality are the spirit and the dust out of which all great nations and all great religions are made; and in pointing out

how imagination and personality can be wrought into one single branch of a man's education—his relation to books—principles may have been suggested which can be concretely applied by all of us, each in our own department to the education of the whole man.

Part II. (Possibilities) shows the influence of books on all sorts and kinds of people (saving them from themselves), and the immeasurable blessings of literature. This is a book which should be read by every parent and teacher, and will be a great addition to public and private libraries. (G. P. Putnam's Sons, New York.)

Books Received.

Butler, Nicholas Murray.—*TRUE AND FALSE DEMOCRACY*. The Macmillan Co.

Hawkes, Clarence.—*TENANTS OF THE TREES*. L. C. Page & Co.

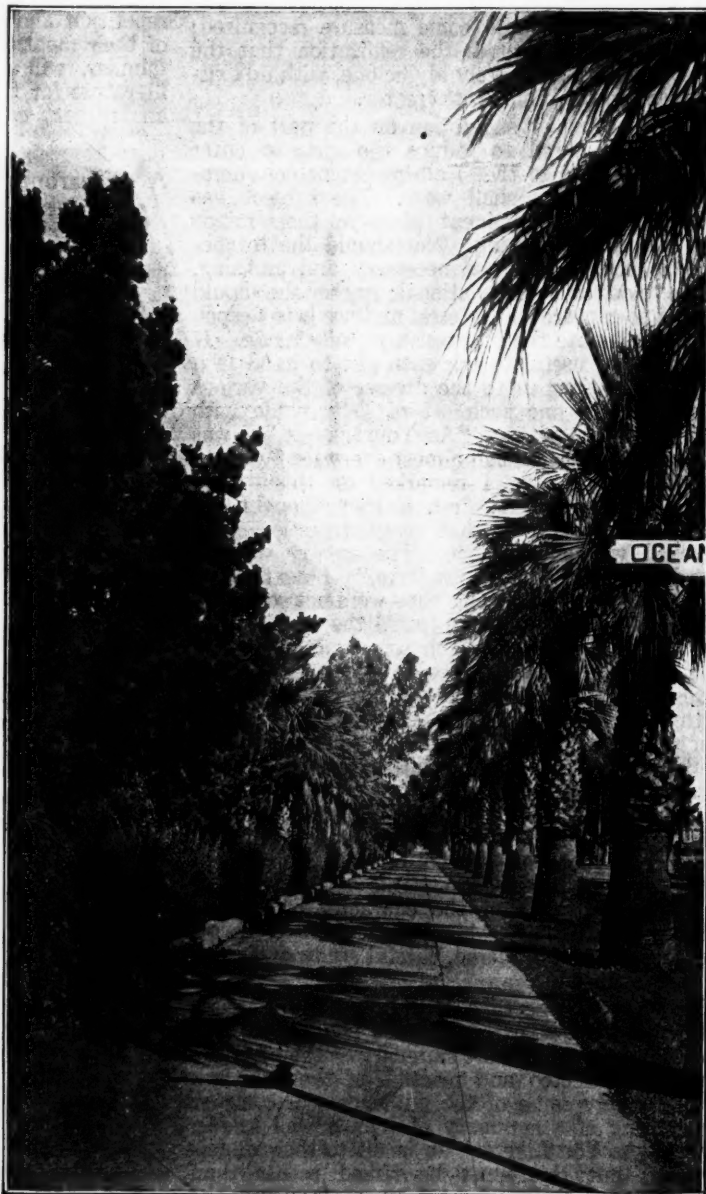
Tucker, Blanche.—*NOTES ON THE CARE OF BABIES AND YOUNG CHILDREN*. Longmans, Green & Co.

Eggert, Carl Edgar.—*MEYERS DER HEILIGE*. Henry Holt & Co.

Muzzey, David Saville.—*A BEGINNER'S BOOK IN LATIN*. Longmans, Green & Co.

Winterburn, Rosa V. and Edward Hughes.—*METHODS IN TEACHING*. The Macmillan Co.

Don't think less of your system than you do of your house. Give it a thorough cleansing, too. Take Hood's Sarsaparilla.



Street Scene, Santa Monica, near Los Angeles, the N. E. A. Convention City.

The Educational Outlook.

Business Men and the Schools.

The *Atlanta Journal*, in calling attention to the importance of the gathering of representative business men which met to consider Georgia's educational problems, on May 24, said:

When convict labor in Georgia is in some instances receiving more money than public school teachers it is high time we aroused ourselves. To do all this we must have more money.

The meeting will be one of the most important ever held in the State, and one of the primary objects will be to arouse the people to a sense of conditions as they exist and inspire them with the necessity of making sacrifices in order that the rising generation in the South, where the Anglo-Saxon strain is purest, may secure advantages in keeping with the country at large.

Better Salaries and Buildings.

Supt. A. R. Spaid, of New Castle County, Del., in a letter to the school commissioner of the county, calls attention to the necessity of providing better salaries.

"I wish," he says, "to impress on you the importance of selecting your teachers at your June meeting. We are short of teachers, and the commissioners who wait until September will find no one to teach their school. Unless more salary is paid, some districts cannot hope to get teachers. Salaries have increased everywhere, and we must meet these conditions or close our schools."

He speaks also of the need for better buildings. He says: "I desire at this time to appeal to those in authority for better conditions about our schools. Our children spend one-half of the year in the school-room. Then why should so many of our schools lack in comfort and healthful surroundings?"

Mendelssohn at School.

This will give some idea of the work in music which the schools at Grand Rapids, Mich., are doing.

The eighth grade pupils in Miss Oakwood's and Miss Turner's room at South Division Street school gave a musicale recently. The subject of the program was "Mendelssohn." Sarah Mutchler read an essay on Felix Mendelssohn, and Miss Eva Engel played the "Rondo Capriccioso," by the composer. The school chorus sang "O, Wert Thou in the Cauld Blast." "Consolation" was played by Miss Oakwood. "Still with Thee," adapted from "Consolation," was given by Sarah Mutchler. Henriette Margantin gave a reading on "Songs Without Words," and Miss Louise Butz sang "The Hunting Song," "Folk Song," "Unrest," and "Departure." The story of "Elijah" was told by Doris Robinson. A. W. Bell, choirmaster at Grace Church, sang "If with All Your Hearts," from "Elijah." The school chorus sang "Greeting" by Mendelssohn. Lawrence Oakwood gave the "Spring Song," with modern words. The school chorus sang "This Is the Sabbath Day," and "O Rest in the Lord," from "Elijah," was given by Miss Butz. A sketch of "Midsummer Night's Dream" was given by Bennie Meek, and the chorus sang "Over Hill and Dale."

High School Conference.

On June 21 and 22 the Virginia High School Teachers' Conference will meet at the University of Virginia. Among the topics to be discussed will be the recently raised standard of entrance re-

quirements to the University of Virginia and Washington and Lee, the science course for rural high schools, with especial reference to the teaching of agriculture, the teaching of English classics, the question of salaries and qualifications of high school teachers, and other topics relating to the methods of instruction and the courses in high school curricula. The conference will be of the nature of "round-table" discussions, informality and directness being the keynotes.

The meeting will be the regular semi-annual one, and a large attendance is assured on account of the presence of many high school teachers at the summer school. Invitations are being extended to all high schools in the State and many others will be on hand.

Jamestown Exposition Notes.

The Jamestown Exposition grows in beauty as the season advances; the Model School-House is ready for inspection and the close of June will see all in readiness for the teachers' vacation visit.

A Bureau of Information has been organized for the benefit of tourists. The new issue of Ter-Centennial postage stamps is worth preserving. The green one cent stamp is a good portrait of the doughty warrior, Captain John Smith. The red two cent stamp gives a view of the three ships, the *Susan Constant*, the *Godspeed*, and the *Discovery*, and the blue five cent stamp is a beautifully executed little engraving of Pocahontas from her portrait in court dress, painted while she was in England.

Among the important State days is Georgia Day, when the State building will be dedicated with appropriate ceremonies. This building is a reproduction of the Bullock homestead, where the mother of President Roosevelt was born, and he will address the National Editorial Association from the very steps upon which the baby feet of his mother stood three-quarters of a century ago.

MARGARET J. CODD.

Schools of Idaho.

Our population is not dense by any means, says the Boise, Idaho, *News*, not quite four to the square mile, yet we have built and equipped one thousand school-houses for the accommodation of our eighty thousand children of school age, two normal schools, one State academy, and one State university, and they are all living and flourishing to-day.

The same article gives this account of Idaho's normal schools.

The State normal schools were established by the Legislature at its fifth session in 1899, one at Lewiston, in Nez Perce County, in the northern part of the State, and the other at Albion, in Cassia County, in the southern end of the State. The purpose of these schools is declared by the statute to be "the training and educating teachers in the art of teaching the various branches pertaining to a good common school education." All males over the age of sixteen, and females over the age of fifteen years are eligible to admission, on presentation of a letter of recommendation from the county superintendent of the county in which they reside, certifying to their good moral character and fitness to enter the school, and upon signing a declaration to the effect that their purpose is to equip themselves for the profession of teaching, and that they intend to engage in teaching in the common schools of the State.

The act admitting Idaho to Statehood set apart land valued at \$30,000,000 for a permanent school fund.

Dentistry in Freiburg.

A consular report from Freiburg describes the dental work being done among the children of the city.

The dentist at the head of this clinic examines all the children in the city, both in their homes and in the public schools. A report on such examinations is sent to the parents, who are asked to send their children to the school dental clinic for free treatment.

Those children having ten or more poor teeth are first treated, an exception being made in the higher classes where those with only slight defects are to be treated, so that they will leave the public schools with sound teeth. After these worst cases have been attended to, all other children with defective teeth are to be treated, the younger ones having preference. The treatment of the teeth includes extraction, filling, crowning, etc.

There is no actual instruction in dental hygiene, but at the opening of the dental clinic the teachers explain its objects and workings to the children. The "zahn-karte" (tooth report card) contains on the reverse side instructions as to the care of the teeth.

One wonders why treatment of defective eyes should lead more surely to socialism than treatment of unsound teeth.

Regular Work Exhibited.

May 31 was devoted to an exhibition of the pupils' work at the Day's Park School, Buffalo, N. Y., of which Miss Ada M. Gates is principal. The doors were thrown open to visitors, and crowds came to examine everything the children do, from the paper-cutting of the kindergarten to the manual training work and cooking of the ninth grade. Miss Gates may well be pleased with its quality. It was not show work; it was the plain, every-day work of the children arranged for their parents and friends to see, but it averaged high. The pupils conducted their visitors from room to room, explaining the exhibits. Miss Gates and her teachers were also present to welcome the parents.

Miss Gates and others who are giving these "regular work" exhibitions are doing much to help outsiders to understand aims and needs of the schools.

Congestion in Schools.

Superintendent Brownson, of Portland, Me., in his recently published annual report calls attention to congested condition of the schools.

The city is at present supporting nine kindergarten schools, and seven of the nine are in tenements and buildings never intended to be used for that purpose. The North School has grown so large that the building will not hold the children applying for admission there; hence it was necessary to fit up a tenement house on Cumberland Avenue, to accommodate sixty-five or seventy of the pupils of the lower grades. Similar conditions prevail in other schools.

In regard to the adequacy of teachers' salaries Mr. Brownson says:

The city expends at present about \$160,000 a year for teachers' salaries, and yet we do not pay enough to prevent some of our best teachers from seeking places where the return for their labor will be larger. Several have left us for this reason during the past year and more are planning to go during the coming year. Good service is demanded and there is no reason why it should not be properly compensated.

In and About New York City.

A canvass of the Lower House of the Legislature at Albany has convinced the women teachers that it will be impossible to secure the two-thirds majority necessary to repass the "equal pay" bill over the Governor's veto. Further attempts will therefore be deferred till next year. In the meantime a careful revision of the White bill will be made in order to meet some objections which have been made to it in its present form, and to eliminate any possible ambiguities. Then next year with the possible support of the women teachers from other parts of the State a fresh campaign will be started to induce the Legislature to pass the revised "equal pay" bill.

On June 5 the pupils of Public School 30, Manhattan, held special exercises and unveiled a bronze tablet in memory of their late principal, William Carl Hess, who had been principal of the school for many years. The tablet was purchased by the pupils. Among those who delivered addresses were City Superintendent Maxwell, President Finley of the City College, and Mgr. Lammell of St. Joseph's Roman Catholic Church.

The New York Latin Club has at last succeeded in bringing its scholarship fund up to \$5,000, by the sale of the New York *Latin Leaflet* to the Classical Association of the Middle States and Maryland for \$500. The *Classical Weekly* is to be the new name of the publication. Professor Gonzales Lodge is to be editor in chief.

Prin. Charles C. Roberts lately had the pleasure of welcoming between three and four hundred of the parents of his boys to Public School No. 25. It was a splendid meeting. In addition to a good musica program District Superintendent Shiels, Dr. Wolf, the school physician, and Dr. Barbour, of the Peoples' Institute, spoke.

A delightful "appreciation" meeting was held at Public School No. 20, Manhattan, on June 3, in honor of Prin. H. William Smith. For five years Mr. Smith has held that position, and previous to his appointment as principal he had been vice-principal for forty-three years. Henry M. Farrel spoke of the deep regard which his teachers felt for Mr. Smith, and presented him with a handsomely engrossed volume containing an expression of these sentiments.

In response Mr. Smith said he was ever ready to help, eager at all times to make smooth their pathways as they, principals and teachers, journeyed together in the little school world of No. 20. There were also songs by the glee club of the teachers, selections on the piano, some enjoyable recitations, and a number of vocal selections.

The New York City Teachers' Association is planning to broaden its influence and increase its usefulness. It is proposed to hold conferences next year at various points in the city, to discuss class-room problems and similar matters. A committee is also at work upon plans for bringing the public museums and libraries into closer relation with the school system. Miss Katherine A. McCann, Public School No. 17, West Forty-seventh Street, will welcome any suggestions upon these matters.

The value of antikamnia tablets consists in their rapid effect in alleviating the suffering of the patient while endeavoring to rid himself of his neuralgia, rheumatism, fever, or la grippe. We have, in short, in this drug a most useful antidote to the two great symptoms—pain and fever.—*Medical Reprints*, London, England.

The Schoolmen and the High School Teachers' Association held a joint meeting on June 7. To consider the closer co-operation between elementary and high schools was the object. The topics discussed were "The Mortality in the First Year of High School," "How to Treat With Discontented Boys," and "The Lower High School." The speakers for the elementary schools—F. J. Reilly, Public School 10; W. M. Simmons, Public School 33; B. A. Smith, Public School 16, and A. T. S. Clark, Public School 24, and for the high schools—Dr. D. H. Holmes, E. M. Weaver, and Dr. Charles T. Hartwell.

High School Industrial Course.

The outline of the industrial course which it is proposed to establish in the Stuyvesant High School is as follows:

FIRST YEAR.

	Periods per week.
English.....	5
Algebra.....	5
Freehand drawing.....	2
Mechanical drawing.....	4
Joinery and cabinet-making.....	10
Music.....	1
Physical training (with physiology and hygiene).....	2

SECOND YEAR.

English.....	3
Plane geometry.....	4
Chemistry.....	5
Freehand drawing.....	2
Mechanical drawing.....	4
Wood-turning, pattern-making, and foundry.....	10
Physical training.....	2

THIRD YEAR.

English.....	3
Plane geometry and trigonometry.....	3
Physics.....	5
Modern history.....	3
Mechanical and architectural drawing.....	4
Forging and machine-shop practice.....	10
Physical training.....	2

FOURTH YEAR.

English.....	3
Shop mathematics.....	3
American history and civics.....	4
Advanced chemistry or economics or industrial and commercial law or applied mechanics, steam, and electricity.....	4
Special shop practice in one of the following electives.....	10

- (1) Building construction (carpentry, sanitation, including heating and ventilating, electrical wiring, and installation.)
- (2) Advanced forging and tool-making.
- (3) Advanced pattern-making and foundry practice.
- (4) Advanced machine shop practice.
- (5) Industrial chemistry, lectures, and laboratory practice.

Physical training.....	2
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Interborough Enthusiastic.

To judge by the last meeting of the Interborough Women Teachers' Association, Governor Hughes' veto has but acted as a spur to their energy. Plans are now being formed to push the campaign on broader lines, to take in the whole State.

The principle of the endless chain is to be employed.

It was decided that each city teacher should write a letter to a teacher up State, asking her in turn to write a letter to a friend and thus extend the movement. Each State teacher is to report the results of her letter to the New York teacher who first wrote to her, and that teacher is to report to the Association at 293 Henry Street, Brooklyn, by September 15.

It was unanimously decided that in writing the letter to the teachers up State each New York City teacher should ask her:

"1. As to her opinion as to a general movement of women teachers of New York State in order to promote the principle that the position should carry the salary in the public schools of the State.

"2. Not to subscribe for or support any publication that is on record as opposing the movement of the New York City teachers for 'equal pay for equal work.'

"3. To support and subscribe for the New York *Globe*, New York City, as the paper that will keep her in touch with the whole movement, particularly in New York City.

"4. Not to support any national, State, or local educational association controlled by men who do not believe that the position should carry the salary in the so-called teaching profession.

"5. To use her influence in every way for the political support of those members of the State Legislature who have supported the White bill.

"5. To write to some other teacher or person for the purpose of extending the movement and asking her to follow in detail the plan outlined in the original letter.

"6. To report to the writer what she has accomplished by September 1."

The members of the Interborough Association are to report the results of their individual efforts during the summer to 293 Henry Street, Brooklyn, not later than September 15.

The report of the treasurer, Ellen T. O'Brien, was interesting. The Association has waged a vigorous campaign, and rumor had it that upwards of \$20,000 had been expended. This was entirely incorrect, the total expense being but \$7,339.66. This includes the expenses of representatives in Albany, printing, postage, etc., and is regarded as a very small expenditure. As the Association has a membership of over 12,000, the cost of the campaign has been a little over fifty cents a member.

There is a balance in the treasury of \$6,606.

As the president, Mrs. Lenihen, and Miss Strachan entered, they were enthusiastically cheered by the five hundred teachers present.

As this was the last regular meeting of the year the executive committee was authorized to act for the Association until the next meeting in the fall.

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Bulletin

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The international Christian Endeavor Convention will be held in Seattle July 10 to 15.

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A special train of the highest grade Pullman sleeping cars and dining car will leave New York July 5, running via Chicago, St. Paul, and the Northern Pacific Railway.

Round-trip tickets, including Pullman accommodations, double berth, and all meals in the dining car en route to Seattle on special train, and railroad transportation only returning via direct routes, will be sold at rate of \$112.75 from New York, \$111.25 from Philadelphia, \$108.00 from Baltimore, Washington and Harrisburg, \$107.20 from Altoona, and proportionate rates from other points.

Passengers will return from Seattle independently on regular trains. Those desiring to return via San Francisco or Los Angeles may do so for \$12.50 additional.

A transcontinental tour is a great educational experience. The northwestern country is in a most interesting stage of development just now and a visit to that section will prove not only enjoyable but profitable.

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For itineraries, tickets, and full information, apply to Ticket Agents, or address Geo. W. Boyd, General Passenger Agent, Philadelphia.

City Teachers' Association.

From the report of the New York City Teachers' Association's committee on promotion the following paragraphs are taken:

"The results of our questionnaire sent to the principal cities of the Union, and hereinafter given, quite clearly show that the opinion of superintendents and others is that the power to teach—the ability to obtain positive results—is, after all, the only true basis upon which a teacher should be promoted.

"The majority answering our questionnaire concur in the opinion that the best way to determine this merit in teaching is by means of inspection of work and record, together with the personal knowledge on the part of the promoting powers of the candidate for promotion.

"It is quite significant that written examinations as a sole or partial means of determining a teacher's fitness for promotion was indorsed by only about twenty per cent. of all the opinions expressed.

"The committee believes that teaching ability should constitute a proportion of at least seventy-five per cent. of all the qualifications which are considered in promoting teachers, even to the highest positions, which involve new and greater responsibilities.

"In promoting a teacher, who, after advancement, does the same or similar work, teaching ability should count for at least ninety per cent. of all the qualifications considered.

"It is fundamental to recognize that what the child needs, and what the public expects on the part of the teacher, is the power to accomplish his task, and to succeed in his work as shown by results. Therefore, it is even more important to agree that promotions should be made upon successful work as a paramount feature.

"The inspection of work," the report continues, "should be at frequent intervals and continued thruout the entire period of service. It should also be comprehensive, so as to observe the teacher under all conditions and in each division of his work.

"The agents, who are responsible for this inspection, should, above all else, be those who understand every phase of the work they are to judge.

"It would seem hardly necessary to add that every inspector should have become such by virtue of his own long-continued success as a teacher."

First Assistants in High Schools.

The New York City Board of Examiners has fixed upon November 7 and 8 as the dates for the next examination for licenses as first assistant teachers in high schools.

The subjects in which examinations are to be held are: Modern languages, English, history and civics (women only), biological science, mathematics, physical science, mechanical arts, fine arts, commercial subjects.

Examinations begin at 9:30 A. M., and are held in the hall of the Board of Education. Each applicant's record is considered in connection with the oral examinations which are held at the convenience of the Board of Examiners.

City College Club.

The New York City College Club has moved its headquarters. On June 8 it held a house-warming at the new rooms, 208 Central Park South.

One of the features of the occasion was a reunion of a number of the alumni who attended the Free Academy, now the City College, prior to 1849. All the classes were represented.

The officers of the club are Ferdinand Shack, president; Prof. Adolph Werner,

first vice-president; Dr. Robert Abbe, second vice-president; John Weldon, Jr., treasurer; John Lieberman, secretary; John Hardy, historian.

Unionization of Teachers.

City Superintendent Maxwell took the occasion afforded by the dinner to the retiring Brooklyn principals to utter a warning against the unionization of the teaching force. He said in part:

"Those who have been watching the trend of events for the past few years in this State and in the West, have seen what they believe a far greater danger to the profession of teachers and to the children of this country than mere commercialism. That would be the unionizing of the teaching force. If ever there was a dreadful and calamitous thing it was when the teachers in Chicago became trade unionists. I call on you to use whatever influence you possess to prevent the teachers of Greater New York, particularly the teachers of Brooklyn, from entering upon the same downward career."

To Organize Teachers' Union.

The Central Labor Union of Brooklyn has appointed a committee to organize a teachers' union. Nothing is expected to come of it, as the prevailing sentiment among the teachers seems to be strongly opposed to unionization. Here are the men to whom the organizing of the teachers has been entrusted.

James Gernon, business agent of the Patternmakers' Union, and a deputy sheriff; James P. Boyle, of the Bookkeepers' Union, and a clerk in one of the municipal courts; George Phillips, member of the National Hatters' Union, and an under sheriff; Charles Smith, of the Musicians' Union; Maurice de Young, business agent of the Bartenders' Union, and a deputy sheriff.

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Contributions to Education: 2nd year, 75c. to \$2.50 a number.

Educational Reprints: No. 1, Report of Massachusetts Committee on Industrial Education, 50 cents.

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State Trades Schools.

Governor Davidson, of Wisconsin, has signed a bill authorizing the levying of a tax of a half-mill to maintain a system of public trades schools throught the State. Mr. W. G. Bruce, secretary of the Merchants and Manufacturers Association, says:

"The new trade school law is more significant than is generally realized at this time. It makes the State a leader in industrial education in the United States. It means the adoption of Germany's policy—a policy that has enabled her to lead in the export trade of the world in competitive manufactured goods.

"The operation of the Wisconsin trade school law and the manner in which the various cities of the State will avail themselves of its provisions will be watched with interest by leading educators of the country. It is reasonable to assume that it will be followed by similar legislation in various States next year and the year after.

"The Milwaukee trade school is the only one in the State and it is more than likely it will be made a part of the local public school system. But the new law will enable any city in the State to establish and maintain schools giving practical instruction in the useful trades. This means that the school boards of the respective cities may erect shops, purchase machinery and tools, prepare a course of study, and teach at least five trades. A one-half mill tax is provided for the establishment and maintenance of such schools. In this city this tax will yield the sum of \$100,000, the appropriation of all or any part of which is optional with the school board. The enrollment must consist of at least thirty students.

"An advisory committee is provided for. This is to consist of five citizens who must be familiar with one or more of the common trades and are to be appointed by the president of the school board and confirmed by that body. This clause in the law aims to enlist the aid and counsel of practical mechanics in providing a course of study and in determining upon the machinery and tools. They are appointed for three years."

Two Generations.

The Board of Education of Atlanta, Ga., has elected W. M. Slaton, superintendent; L. M. Landrum assistant superintendent; W. F. Dykes, principal of the Boys' High School, and W. F. Slaton, superintendent of schools emeritus.

Mr. Slaton has the honor of succeeding his able father as head of the schools and a bright future is looked for under his leadership.

The Board has also passed a set of resolutions indorsing the proposition before the city council, which confers upon the Board of Education the authority in its discretion to retire upon half pay teachers in the public schools of the city who have had twenty-five years of continuous connection as teachers with the schools of the city, and who may have, by reason of physical infirmities, become incapacitated for active and efficient teaching.

President Discusses Industrial Training.

President Roosevelt, in his address at the celebration of the semi-centennial of the Michigan Agricultural College, showed his interest in the general subject of industrial training and his appreciation of the country's needs in this respect.

"The education to be obtained in these colleges," said the President, "should create as intimate relationship as is possible between the theory of learning and the facts of actual life. Educational establishments should produce highly trained scholars, of course, but in a country like ours, where the education establishments are so numerous, it is folly to think that their main purpose is to produce these highly trained scholars. Without in the least disparaging scholarship and learning—on the contrary, while giving hearty and ungrudging admiration and support to the comparatively few whose primary work should be creative scholarship—it must be remembered that the ordinary graduate of our colleges should be and must be, primarily, a man and not a scholar. Education should not confine itself to books. It must train executive power, and try to create that right public opinion, which is the most potent factor in the proper solution of all political and social questions. Book-learning is very important, but it is by no means everything; and we shall never get the right idea of education until we definitely understand that a man may be well trained in book-learning and yet, in the proper sense of the word, and for all practical purposes, be utterly uneducated; while a man of comparatively little book-learning may, nevertheless, in essentials, have a good education."

Merit System Adopted.

San Jose, Cal., has changed its system of selecting teachers for one more in line with present educational methods. The preliminary requirements are:

All candidates must have an educational qualification not less than that evidenced by graduation from a California State normal school, or other normal recognized as of equal rank. Candidates must have had at least one year's successful experience.

All candidates must submit to the Board a certificate signed by some reputable physician of San Jose, showing that the holder is sound in health and physically able to do effective teaching.

After complying with the foregoing condition candidates will undergo an examination by the Advisory Council. Then follows an oral examination by the Board of Education for all candidates receiving an average of not less than seventy-five per cent. The fifteen applicants making the highest record in this manner will constitute an eligible list.

In addition, all candidates for principalships in the elementary schools must have had at least two years' experience as principal of a public elementary school, and must have had at least two years' university credits of the rank of Stanford or Berkeley.

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Trustees Appointed.

Mayor Busse, of Chicago, has chosen the following men to take the places of the school trustees who have resigned or who were removed by him.

Chester M. Dawes, 204 Goethe Street, general solicitor Burlington Railway, to succeed George Duddleston, resigned.

Daniel R. Cameron, 71 Lake Street, president Cameron, Amberg & Co., printers, to succeed C. O. Sethness, resigned.

Theodore W. Robinson, 4840 Ellis Avenue, vice-president Illinois Steel Company, to succeed Dr. J. F. Chvatal, resigned.

John R. Morron, 3206 Michigan Avenue, chairman Merchants' Club school committee, to succeed Emil W. Ritter, resigned.

Otto C. Schneider, 356 La Salle Avenue, to succeed Dr. C. A. Weil, resigned.

Severt T. Gunderson 1463 Washington Boulevard, contractor and builder, to succeed W. A. Kuflewski.

Dr. Alexander L. Blackwood, South Chicago, of faculty of Hahnemann College, to succeed Dr. Cornelia De Bey, removed.

George B. Limbert, 6034 Drexel Avenue, steamfitters' supply house, to succeed Raymond Robins, removed.

George T. Trumbull, 3174 Dover Street, safe and lock manufacturer, to succeed Louis F. Post, removed.

Frank C. Waller, 10 Astor Street, coal merchant, to succeed Wiley W. Mills, removed.

Dr. Alfred D. Kohn, 2201 Prairie Avenue, practicing physician, to succeed John J. Sonstebly, removed.

Of these, Messrs. Dawes, Cameron, Gunderson, and Schneider have been members of the Board of Education at some previous time. Mr. Morron has been for two years chairman of the Merchants' Club's committee on schools, and Mr. Robinson has been a member of the educational committee of the Chicago Commercial Association.

Pension Fund Available.

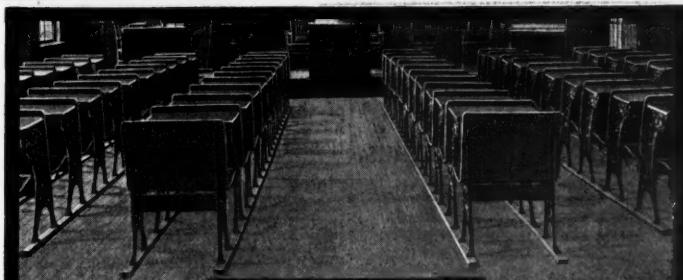
On July 1 the pension fund of Rochester, N. Y., becomes available for retiring teachers.

The law was enacted two years ago, but in order to accumulate a fund from which to pay the first pensions, it was declared that no retirements on the pension fund could be made until this year. The pension fund is recruited from four sources, donations two per cent. of all salaries, a direct appropriation by the School Board of one-half the sum contributed from salaries and all moneys derived from miscellaneous sources. Any male teacher may be retired after twenty-five years of service and any woman teacher after twenty years of service, provided that at least fifteen years shall have been spent in Rochester, if such retirement is made by the school Board for cause. After a male teacher has served thirty-five years or a woman teacher thirty years, retirement may be made on request of the applicant on the approval of the School Board.

More Increased Salaries.

All the teachers of Youngstown, Ohio, are to receive higher salaries next year. The increases range from twenty-five dollars to forty dollars among grade teachers, to a special increase of \$100 among ward principals. Grade teachers who had already reached the maximum received an additional \$25. In his report Superintendent Chaney said:

"There is one thing upon which I am sure we all agree and that is that no salaries above the regular grade teachers shall be increased again until these grade teachers have received their just deserts in salaries much larger than are now paid. I wish now to commit myself to the policy of cultivating the grade salaries until they reach the level of a fair livelihood before I can consent to increases of salaries in any other departments of the school work."



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The gravity of the dust question as applied to our schoolrooms is such that we cannot afford to ignore its significance. While great attention has been given to ventilation, very little has been given to dust.

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Here and There.

The *Citizen*, of Columbus, Ohio, makes this comment on the method the girls of the Washington Irving High School have taken of showing their appreciation of their teachers.

"Appreciation Day" ought to be placed on the school calendar. It is the invention of the girls of the Washington Irving High School of New York. One day in the year these young ladies entertain their former teachers to whom they recited in the grades of the public schools. The Washington Irving High School has established this as one of the most popular annual observances in the public schools of New York. They go out into the woods to gather flowers, decorate the rooms of the school-house, give bouquets to their present and former teachers, and show them the progress made in the school. This should be a national institution."

Paterson, N. J., has raised the maximum salary of its grammar school principals from \$1,800 to \$2,500, and those of primary schools from \$1,500 to \$1,800.

The Pittsburg Principals' Association has elected the following officers for next year: President, M. J. McMahon, of the Duquesne school; vice-president, Miss Margaret M. Miller, Birmingham; secretary, J. W. Anthony, Franklin; treasurer, Mrs. M. B. Redway, Humboldt; executive committee, J. M. Berkey, J. M. Hammond, and S. S. Baker.

Lee Reynolds, a well-known teacher of Hagerstown, Ind., has announced his candidacy for joint representative from Wayne and Fayette Counties.

The Board of Education of Newburg, N. Y., has voted salary increases varying from fifty dollars to \$200 to a number of the teachers in the city's schools.

Thru the efforts of District-Attorney Langdon, \$100,000 has been added to San Francisco's school budget. This will result in a salary raise for primary and grammar teachers, of about fifteen per cent.

Herbert S. Weaver, a master in the Mechanic Arts High Schools, Boston, has been selected as headmaster of the new High School of Practical Arts, to be opened in September.

Supt. Clarence F. Carroll, of Rochester, N. Y., has been re-elected for a term of four years at a salary of \$5,000. Mr. Carroll's re-election is a fitting recognition of his able management of the schools.

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The grounds of the normal school at Greely, Colo., are to be improved by landscape gardening under the direction of Mr. Hockbaum.

The athletic grounds are to have a row of shrubs completely around it, and the boiler house, barns, etc., are to be screened by trees and vines. In the southeast corner of the campus eight acres are to be made into meadow with a background of shrubs. The school has established its own nursery, and from seeds and cuttings is growing a variety of trees adapted to this climate.

Cleveland is making a determined effort to have the N. E. A. come there in 1908. The Chamber of Commerce is working in conjunction with Superintendent Elson, and hopes for success.

The new manual Training High School at Peoria, Ill., will be the largest and finest school building in the city. The new school, as its name implies, will be for commercial and manual training. Besides these studies there will be courses in domestic science and sewing for girls, and botany, biology, and kindred subjects.

Miss Margaret Hanson, of the New Orleans Normal School, has been elected president of the Educational Association of that city. Miss Hanson was a delegate to the International Kindergarten meeting, and her election at a time when this body is soon to visit New Orleans, apart from her ability, is, indeed, a happy one.

Supt. James D. Graham, of Pasadena, Cal., goes at the end of the present school year to take charge of the Long Beach schools. He is to be succeeded by the present assistant superintendent, A. L. Hamilton.

Dismissed Because of Cold.

During the last week in May twelve Philadelphia schools were temporarily closed on account of the extreme cold. "This unseasonable weather," said Superintendent Brumbaugh, "was unforeseen, and the Department of Buildings began on May 10 to remove furnace pipes from all schools, according to their custom. Since then we have been obliged to dismiss the pupils in several sections because they complained of the cold."

The Gildersleeve-Lodge Series.

D. C. Heath & Co., Boston, have become the publishers of the Gildersleeve-Lodge Latin Series, heretofore published by the University Publishing Company. The editors-in-chief are Professor Basil L. Gildersleeve, of Johns Hopkins, and Gonzales Lodge, of Columbia. Professor Gildersleeve is regarded both in this country and abroad as the foremost classical scholar in America, and the peer of any in Europe. Professor Lodge, in addition to his superior classical training, has had unique opportunities and experience in his connection with the Teachers College at Columbia. The superlative equipment of the general editors, together with the sterling worth of the books already issued under their direction, warrant the publishers in the belief that the series in its present state, and still more as it nears completion, will render to teachers and students of Latin a service that has never been equalled. While Gildersleeve's Latin Grammar has long been favorably known, the other books in the series have been but recently published, and no part of the series has been fully presented to the schools and colleges of the whole country, as its former publishers confined their active work chiefly to the Southern States.

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